

What are the Enablers of Meaningful Youth Engagement in Urban Planning Processes in Christchurch?



**GEOG 692 Dissertation
University of Canterbury
Department of Geography**

Kaitlyn Stringer

Abstract

An issue facing city builders that is no longer conceptual, but rather, procedural is how to engage youth meaningfully in urban planning processes. This has been expressed anecdotally by youth who participate in civic engagement events targeted at them, but feel as if their views haven't been genuinely taken into account. To truly improve the outcomes that occur as a result of youth engagement initiatives there is a need for more empirical research in the youth engagement literature regarding the circumstances that enable and disable meaningful youth engagement. Thus, the purpose of this research was to move beyond anecdotal evidence towards a more genuine analysis of youth's experiences in a youth engagement initiative in Christchurch. This initiative saw young people directly participate in, and make decisions regarding the fit-out of youth space in Christchurch's city centre, a co-creation approach to stakeholder engagement thought to bring about more meaningful outcomes than that of traditional consultation methods. To achieve the research aim, which was to uncover the enablers of meaningful youth engagement in urban planning processes in Christchurch, this research comprised semi-structured interviews with the project stakeholders, a focus group with the working group youth, plus two other focus groups with disengaged youth. Together, with a literature review on the enablers of meaningful youth engagement, these findings were synthesized into a set of recommendations for meaningful youth engagement. The resulting set of recommendations were consistent with the literature and reaffirmed the requirement of shared-decision making with adults as a foundation for meaningful youth engagement. In practice, these set of recommendations provide a tried and true framework for meaningful youth engagement in urban planning processes in Christchurch and will be useful for the second phase of the youth space project that was studied. In general, more needs to be done to convince youth that their voices are important, and to create opportunities for a wider range of youth to participate. Moreover, given that youth engagement initiatives vary greatly in their size and nature, there is a need for more formal evaluation mechanisms in the field of youth engagement to increase the legitimacy of these recommendations. Formative evaluations will also be more useful in optimizing youth's participation in youth engagement initiatives, as monitoring youth's experiences throughout the project would ensure the process remained on track with its overarching purpose, and youth were found to be more likely to provide feedback during, rather than following the conclusion of an initiative.

Acknowledgements

I would like to give thanks to everyone who has advised, assisted and supported me throughout this research project. It would not have been possible without your valuable input.

I would like to give special thanks to my supervisor from the University of Canterbury, Simon Kingham, who was a constant source of guidance, insight and expertise throughout this project.

I would also like to thank my community partners, Deborah Sim, Ryan Reynolds and the rest of Gap Filler team for the opportunity to be a part of the youth space project. This opened up a lot of doors for me, and helped guide and grow my research.

With that in mind I would like to say a huge thank you to Hamish Keown and Penny Prescott from the Canterbury Youth Workers Collective and Kate Burgess from the Christchurch Youth Council for warmly welcoming me into this project and the youth sector more broadly. They were under no obligation to do this; however, I believe it was their time, insight, and support that they gave so willingly that enabled my project to have meaning in the real world. Something I am both proud, and grateful to have achieved.

Finally, I would like to thank all the young people who took part in my research. Their insight and analysis has formed the foundation of this research, and I am exceptionally grateful for their time.

Table of Contents

List of Figures.....	5
List of Tables	6
Abbreviations	7
Introduction.....	8
1.1 Christchurch Context.....	8
1.2 Background & Purpose of Research.....	10
1.3 Significance of Research	12
1.4 Research Aims & Objectives	13
Literature Review	14
2.1 Youth in Cities	14
2.2 Youth Development	18
2.3 Tokenism in Youth Engagement.....	19
2.4 Enablers of Meaningful Youth Engagement.....	22
2.5 The Need for Evaluation	26
Methodology	28
3.1 Regional Context & Map	28
3.2 Research Paradigm.....	29
3.3 Semi-Structured Interviews.....	33
3.4 Focus Group 1: Working Group Youth	33
3.5 Focus Group 2 & 3: Disengaged Youth	36
3.6 Ethics	38
Results	40
4.1 Semi-Structured Interview Results	40
4.2 Focus Group 1 & Survey Results	48
4.3 Focus Group 2 & 3 Results	55
Discussion.....	59
Limitations.....	67
Further Research	68
Conclusion	69
References.....	70
Appendices.....	77
Appendix 1: Hart's (1992) Ladder of Participation	77
Appendix 2: Focus Group 1 Run Sheet	78
Appendix 3: Youth Space Project Survey	79
Appendix 4: Facebook post.....	82
Appendix 5: Focus Group 2 & 3 Questions.....	83
Appendix 6: Semi-structured Interview Questions	85
Appendix 7: HEC Approval Letter.....	86
Appendix 8: Information Sheet for Research Participants	87
Appendix 9: Consent form for Interviewees	90
Appendix 11: Consent form for Youth Participants	91
Appendix 12: Information Sheet for Parents	92
Appendix 13: Parent Consent Form	94

List of Figures

Figure 1. The bookable indoor space and office area

Figure 2. Map showing the context of the Study Area and the location of the Youth Space Project in Christchurch's City Centre

Figure 3. View of the indoor space from the entrance

Figure 4. View of the indoor space from the back

Figure 5: What Focus Group 1 liked about the co-creation process

Figure 6. What Focus Group 1 learned through participating in the co-creation process

Figure 7: What Focus Group 1 said they would do differently next time

List of Tables

Table 1: Final Process Evaluation Plan for Christchurch's Youth Space Project

Abbreviations

Christchurch City Council (CCC)

Canterbury Youth Workers Collective (CYWC)

Christchurch Youth Council (CYC)

Young people not in employment, education or training (NEET's)

Introduction

1.1 Christchurch Context

Christchurch, also known as “The Garden City” is a major metropolitan centre located in the South Island of New Zealand. It has a population of 381,500 people, making it the second largest city in the country, while the nearby Southern Alps make Christchurch a popular adventure-tourism destination for New Zealanders and foreigners. (CCC, n.d.). On September 4th, 2010, the Canterbury region was struck by a 7.1 magnitude earthquake, causing widespread damage and several power outages. However, most devastating was the series of aftershocks that followed, with further major earthquakes in February, June and December 2011. The February 2011 earthquake was the most destructive as it was centered closest to the central city, with a magnitude of 6.3 and at a depth of 5km, resulting in 185 deaths, multiples injuries, and significant damage to property and infrastructure (Ardagh et al., 2012). Six years on, the vast majority of Christchurch’s central business district has been demolished and the city is now faced with the large task of rebuilding much of its central city from scratch. Given that city centres are generally the focal point of a city, the demolition and design process for Christchurch’s CBD has been a long and complex process as well as a site of contention among stakeholders. Anecdotally, efforts to engage the community in the design process have not been well received, with people complaining that their ideas weren’t listened to or reflected in the Central City Recovery Plan, a document which was developed by the Christchurch City Council (CCC) in accordance with The Canterbury Earthquake Recovery Act (CERA), just nine months after the legislation was enacted. With spaces throughout the city still in question over how they will be used, there is hence increasing pressure on Christchurch’s planning authorities to regain public trust, and lead more meaningful modes of community engagement.

In 2017, Fletcher Living was appointed by Ōtākaro Limited (the crown body established to deliver key anchor projects and precincts in Christchurch) to design and construct 900 townhouses and apartments planned for the Christchurch’s central city. An area which is referred to as the East Frame in Christchurch’s Central City Recovery Plan. Fletcher Living have since contracted Gap Filler, Christchurch’s leading urban regeneration initiative, to devise an engagement and place-making strategy for the area so that the large space doesn’t sit idle and unused during the years it is being constructed. The resulting Space Activation Programme

consists of a wide range of proposals for transitional projects, community engagement opportunities and events, and has been guided by the programmes five aims and outcomes which are:

1. Building identity, community and connection
2. Bringing the Frame to life
3. Fostering partnership and collaboration.
4. Encouraging long-term stewardship
5. Stimulating central city living

One project that is currently underway is Superlot 9; a temporary, mixed-use site on the corner of Manchester and Lichfield Streets. Once completed, this site will be the location of a bookable youth space and office building for the Christchurch Youth Council (CYC) and Canterbury Youth Workers Collective (CYWC), a basketball half court, bouldering rocks, a community-run car park, and Christchurch's Kākano Cafe and Cooking School. As part of the site agreement, the CYC and CYWC employees will be present at the space throughout the day and manage the spaces booking system in exchange for free rent. In the early stages of the project, Gap Filler engaged with some of Christchurch youths organisations to find out what kind of functions the youth space should have, what things young people would like to see there, how young people would like to be involved in the development of the project and how the space should be managed.

Young people made it clear that they'd like to be actively involved in the design process for the space. So, in response, Gap Filler put aside both the fit out of the bookable indoor space and a designated outdoor area to be designed by the youth organisations that will use them. They then partnered with the CYC and CYWC employees shifting offices to facilitate a co-creation approach to stakeholder engagement. This will see the young people involved in the project directly participate in, and make decisions regarding the design of the two spaces, including on which items the spaces allocated budgets are spent. This approach to stakeholder engagement is thought to lead to more meaningful outcomes than is normally achieved through traditional consultation methods, as the end-users play a chief role in designing the product or service i.e. the task that is usually the responsibility of a designer, architect or planner (Tattersall, 2010; Leading Cities, 2016). Such an approach also aligns with Gap Fillers Space Activation Programmes guiding aims and outcomes, particularly building identity, community

and connection. As when youth are engaged with their environment and in their community, they have been found to form attachments to the place and are more likely to care about the community that they live in (Wildfield, 2013). Thus, it is hoped that this approach will also foster stewardship of Superlot 9 and the East Frame more broadly.

To achieve this, a co-creation workshop for the fit-out of the bookable indoor space occurred in October 2017 and was planned, organised and facilitated by a working group of representatives (see Figure 1 for picture of the indoor space). This working group consisted of four young people from youth organisations in Christchurch and three of the CYC and CYWC employees shifting offices (with direction from both Gap Filler and Fletcher Living). The co-creation process that occurred for the fit-out of the bookable indoor space will serve as a case study for this research.



Figure 1. The bookable indoor space and office area

1.2 Background & Purpose of Research

Locally and internationally, there is a growing dissatisfaction with centrally-led efforts to engage communities in urban planning processes. Most modern-day cities recognise the

importance of public consultation, and invest a large amount of time, money and effort to engage local people in urban planning processes. However, often these attempts prove inadequate despite municipalities honest efforts. Either the same, or limited numbers of people participate, or they're unable to break into underserved groups. Compounding, public plans are often criticised by lay stakeholders for failing to adequately consult with them or reflect their contributions. This dissatisfaction has been attributed to evolving democratic ideals and greater citizen expectations of input to government decisions (Fung & Wright, 2001; Innes & Boher, 2004; Lovan et al., 2004).

Under the principles of the United Nations Convention on the Rights of the Child (UNCROC), children have a right to express their views freely on decisions that affect them and have their opinions taken into account (United Nations, 1989). However young people are a group that continue to be ostracized from urban planning, regardless of whether or not they have been consulted with. This is expressed in a large body of literature that explores youth participation from the perspective of discrimination, disciplining and distrust (Hart, 1992; Lee, 1999, Kara, 2007; Warming, 2011). Summarised by Hart “children are the most photographed and least listened to members of society”, denoting to the propensity of adults to undervalue the ability of children while simultaneously using them in events to help influence a cause (Hart, 1992, p. 8). This has been expressed anecdotally by youth who participate in consultation activities targeted at them, however feel as if their views have not been genuinely taken into account. Engaging youth from a wide range of backgrounds presents a further challenge, particularly those of ethnic minority and those not in employment, education or training (NEET), considering the disconnect or distrust they often experience within their social systems. (Iwasaki et al., 2014). Moreover, the issue of engaging youth meaningfully was expressed in the Christchurch Youth Action Plan, whereby the young people of Christchurch reported that they do not feel involved, nor do they feel comfortable in the democratic practices of their community, city and nation (CYAP, 2017). Thus, there is need to better serve youth in urban planning processes both globally and locally, expressed by a growing body of literature dedicated to developing frameworks, guidelines, and even “ingredients” for meaningful youth engagement (Frank, 2006; Ramasubramanian & Gonzalez, 2007; Kara, 2007; Riemer et al., 2013; Heinrich & Million, 2016).

Despite significant attempts to support, and create opportunities for more meaningful youth engagement, very few youth engagement initiatives implement an evaluation mechanism. This

scarcity is identified in a body of literature highlighting the need for formal evaluation mechanisms in the field of youth engagement (Kara, 2004; Morrissey, 2000; Riemer, Lynes & Hickman, 2013). According to Kara (2004), the nature of youth engagement makes evaluation crucial, not only to improve the outcomes that occur as a result of youth involvement, but to improve the ability of youth to understand their role as democratic citizens. The proposed research addresses this gap in Christchurch more specifically, with the aim of moving beyond anecdotal evidence towards a more genuine analysis of youth engagement in urban planning processes in Christchurch. This will be achieved through a process evaluation of the youth space project and the co-creation process that has been used to engage youth in its design. Guided by Saunders, Evans & Joshi's (2005) framework for developing a process evaluation plan, this will comprise interviews with the project stakeholders and three focus groups with young people. Focus group 1 will be with the young people who were a part of the project's working group, and will see them engage in participatory research to a) evaluate their participation in the co-creation process, and b) formulate a survey for the other young people that were involved. While focus groups 2 and 3 will be with young people that identify, or have been identified as being disengaged from youth engagement in urban planning processes in the past, to find ways of engaging them in the future. The findings from this research will then be used to develop a set of recommendations for meaningful youth engagement in urban planning processes in Christchurch in the future. This set of recommendations will help to inform the process for design of the designated outdoor area of the youth space early next year.

1.3 Significance of Research

Urban resilience is defined as “the capacity of a city to withstand, respond to and adapt to shocks and stressors, and emerge stronger after tough times.” (100 Resilient Cities, n.d; Walker et al., 2014). Thus, in the face of growing economic, environmental and social challenges associated with the 21st century, it is becoming increasingly important that cities are resilient. Here in Christchurch, including youth's voices in decisions regarding the renewal of Christchurch will be essential for the urban resilience of the city as it will be young people who have to live with, and experience the consequences of these decisions the longest. As well, nurturing young people's citizenship and their capacity to address future challenges will also be important given that they are the next generation of city builders. According to Wildfield (2013), when young people become involved in their surroundings and in their community, they form attachments to place and are more likely to care about the community that they live

in. Thus, given youth's discomfort and dissatisfaction participating in democratic processes here in Christchurch, a better understanding of how to engage youth meaningfully will be crucial. This research explores a fresh approach to youth engagement in Christchurch, with the hope of starting a conversation about co-creation processes in Christchurch more broadly, and paving the way toward more meaningful youth engagement in urban planning processes in Christchurch in the future.

1.4 Research Aims & Objectives

The overall aim of this research is to uncover the enablers of meaningful youth engagement in urban planning processes in Christchurch.

Several objectives will enable the research aim to be achieved. These are:

- To undertake a review of relevant literature on the enablers of meaningful youth engagement
- To engage young people in community based participatory research to evaluate a co-creation approach to youth engagement
- To interview the project's other key stakeholders to evaluate a co-creation approach to youth engagement
- To explore ways of engaging disengaged young people in urban planning processes in Christchurch in the future
- To develop a set of recommendations for meaningful youth engagement in urban planning processes in Christchurch.

Literature Review

2.1 Youth in Cities

Today, over half the world's populations live in cities and urban centres, a figure estimated to reach 60% by 2030 (Florida, 2011). This concentration of people from all walks of life promotes density, interaction and networks, bringing together the people, jobs and inputs required for economic growth (Florida, 2011). While urbanization has been associated with improvements in income levels and quality of life as a result, the pressures of urban growth have also contributed to growing social and income inequalities (Florida, 2011). Particularly, the increasing attractiveness of cities and their amenities has made them centers for the global rich, resulting in rising property prices and worsening of social and economic divisions (Florida, 2011). Inequality and the structure of opportunity has been identified by 100 Resilient Cities (100RC) as one of the largest resilience challenges that cities are faced with (100RC, n.d). Likewise, the gap between the rich and poor has been found to determine the health and wellbeing of a society (Wilkinson & Pickett, 2011). Thus, cities are increasingly requiring innovative civic and policy solutions to ensure their sustainability, livability and prosperity.

Internationally, including in New Zealand there is an increasing recognition of the need to involve young people in urban planning processes. Under the principles of the United Nations Convention on the Rights of the Child (UNCROC) 1989, children have a right to express their views freely on decisions that affect them and have their opinions taken into account (United Nations, 1989). Thus, the past two decades have seen the requirement to consult with young people increasingly being put into statute (Tisdall & Davis, 2004). Here in New Zealand, the importance of public consultation is highlighted in the Local Government Act 2002, which requires that local authorities give consideration to the preferences of persons likely to be affected by or have an interest in the matter (Local Government Act, 2002). In addition to making up a large proportion of the population, it will be young people who have to live with, and experience the consequences of planning decisions the longest (Tonucci & Rissotto, 2010). As well, summarised by Helfenbein & Huddleston (2013), youth perceive problems and experience environments differently to that of adults. Thus, in order to provide for the diverse needs of a community, both now and in the future, youth's opinions must be considered. Given

the vulnerable status of youth and that New Zealanders under the age of 18 are unable to vote, this makes youth consultation even more important to ensure youths voices are heard.

A report on the urban demographics of England and Wales noted that since the start of the century, large city centres are experiencing an “urban renaissance”, whereby young people are driving population increases (Thomas, Serwicka & Swinney, 2015). According to the report compiled by Centre for Cities, this population growth has been driven by an increase in the number of highly skilled jobs available in city centres, appealing to young, single, and highly educated residents (Thomas, Serwicka & Swinney, 2015). However, in a three-year study conducted by the Knight Foundation, which examined the factors that attached people to communities across America, young talent was found to be increasingly choosing a place to live first, then finding a job (Loflin, 2013). This phenomenon is explained in “The Rise of the Creative Class: Revisited”, in which Florida (2014) argues young creative types, whose jobs are to create new ideas, new technology and new creative content, are driving many of the new industries of our time and determining which cities thrive in the process. In order to attract young talent, large corporations are therefore noticing the need to sell the place where the job is located in order to attract and retain the best talent, or better yet, move to places that sell themselves (Loflin, 2013). This is illustrated in a study by the American Institute for Economic Research, which found that 70% of young college graduates choosing where to live are more concerned with urban life and city amenities than they are with economic conditions (Briefs, 2015). The demographic shift in England and Wales city centres can also be seen in Christchurch, whereby in 2017, the University of Canterbury’s number of international students increased by 20%, while the number of total enrolments jumped 16% from 2015. Suggesting that Christchurch is becoming an increasingly attractive centre for young people (“UC student numbers increase for 2017”, 2017). In general, the share of New Zealand’s population aged 15-39 also rose from 33% in 2013 to 34% in 2017, and accounted for half of the country’s population growth in the year leading up to June 2017 (Stats NZ, 2017). Thus, there is a growing economic imperative to cater for young people in cities.

Compounding, traditional, adult-oriented approaches to planning have been found to limit youth’s mobility and segregate them from public spaces (Tisdall & Davis, 2004; Mckoy & Vincent, 2007). Like adults, young people partake in civic life and use public spaces to meet with friends, socialise, entertain themselves, protest and participate in cultural events. Thus, including young people in urban planning processes is important. For young people, the likes

of city centres and town squares are exciting places to hang out and are easily accessible by public transport services. As well, young people's construction of social identity is closely interwoven with demonstrating a noticeable presence among their peers (White, Wyn & Robards, 2017). Through being seen and seeing others, young people construct and assert their social identities. This involves being who they are through dressing, speaking and acting a certain way in order to establish themselves as individuals in a wider social context (White, Wyn & Robards, 2017). Thus, public spaces play an important role in youth development. However, given that young people are less able to purchase products and services, the increasing privatization of public space has meant a considerable restricting of places where young people can hang out freely and comfortably (White, Wyn & Robards, 2017). As a result, young people end up "loitering" in other places, such as car parks, shopping malls and train stations, which can create a negative image of young people and contribute to the stigma surrounding them, especially those considered "at risk". Subsequently, the public visibility of young people has also increased due to the concentrations of people in these places, and due to the fact that young people tend to hang out in groups (White, Wyn & Robards, 2017). For these reasons, there is an increasing public perception that young people, particularly those in disadvantaged social positions are engaging in anti-social behavior and criminal activity in public places (Ilan, 2015). This is reflected in the increase of surveillance technologies in public places that are primarily used to monitor "deviant" youth activities (Greenberg & Hier, 2009). White, Wyn & Robards (2017) argue that the presence of surveillance and security personnel, negative media representation, unnecessarily restrictive rules, and the active intervention of police (regardless of whether a criminal act has occurred) which exist to deter youth from public places, transform them into youth un-friendly places. This is felt by youth who have identified inadequate seating, lack of sheltered areas, feeling as if they have to purchase something in order to be there, insufficient lighting, legal age restrictions, and harassment from authority figures as key factors affecting their satisfaction with public places (White, 1999). Here in Christchurch, youth expressed that they feel excluded from the central city, that they don't belong there, and that there is a lack of cheap attractions and events for youth in the city (CYAP, 2017). Thus, including young people's voices in decisions regarding the renewal of Christchurch will be essential in order to design public spaces where young people can thrive, feel a sense of place and belonging, and participate readily in civic life.

Moreover, youth have proven their competency to provide valuable insights into the lives of young people and possess the skills necessary to contribute to planning and decision-making

processes, providing further reason for planners to pay attention to youth. For example, a study by Burke, Greene & McKenna (2014) employed a Photo-voice methodology to illustrate the ways in which youth in an inner city viewed their neighbourhoods and public spaces. Youth participants were encouraged to walk around their neighborhoods, local parks and streets, and take photographs of what they liked and didn't like. This presented youth as "experts" of their environment, and gave them the opportunity to share ideas as equals with adults about how their neighbourhood could be improved. When given the chance, Burke, Greene & McKenna (2014) argue that youth constructively contemplate, criticize and analyze their environments, and provide innovative solutions to neighbourhood problems. As well, the resulting photographs, maps and narratives that were provided by the youth, reflected a rich knowledge of the areas they lived in and provided vital insight into the ways unequal distributions of resources affected them (Burke, Greene & McKenna, 2014). Considering youths vulnerability and reduced mobility, their insights into city-life may also therefore give affordances to the experiences of marginalised groups such as the disabled and ethnic minorities. Thus, young people possess unique knowledge that can contribute to building cities more resilient to the social, economic and environmental stressors that weaken the livelihood of cities.

Furthermore, today's generation of young people have been said to develop different values, attitudes and patterns of social behaviour to previous generations as a result of their exposure to the Internet from a young age (Tapscott, 1998). As a consequence, they have also acquired unique skills that older generations do not yet have the capacity to grasp (Tapscott, 1998). Deal, Altman, & Rogelberg (2010) share this view, arguing that today's young people are more educated than previous generations, highly capable users of information and communication technologies, and accustomed to the world of social media. Described by Pew Research Centre (n.d.), Millennials are those persons born after 1980 and the first generation to come of age in the new millennium. They are leading the surge in the development of social enterprises, and have reportedly launched twice as many businesses as their predecessors, the Baby Boomers (BNP Paribas, 2016). Using technology and social media as tools, Millennials are addressing some of the most entrenched problems facing man kind and building successful businesses in the process, demonstrating that they are both entrepreneurial and socially responsible (Haber, 2016).

Compounding, globalisation, new spatial inequalities and the diffusion of cultures have meant young people are at the forefront of changes in the social organisation of space (Wood &

Farrugia, 2017). Social life is increasingly occurring online, while new communication technologies are providing new civic spaces in which young people can mobilise, express their views and participate (White, Wyn & Robards, 2017). An example of this is the Arab Spring, a youth-initiated uprising whereby young people who had grown tired of their government, united to lead a series of political protests and revolutions across Tunisia and Egypt (White, Wyn & Robards, 2017). Both were successful in the removal of two key leaders of corrupt regimes and relied on communication technologies as a political platform in which young people could share photos, plan protests and communicate with the world beyond their national borders (White, Wyn & Robards, 2017). According to Conner & Rosen (2016), youth have long been a source of social change and played critical roles in the organisation of strikes and protests. They argue that due to their relative lack of familial and financial commitments and lesser tendency to accept social norms, young people have a willingness to take risks and a natural desire for justice (Conner & Rosen, 2016). Thus, today's young people not only possess adequate skills and knowledge to contribute to planning and decision-making processes, but also possess unique proficiencies, energy, and initiative that make them highly capable of leading social change beyond policy and planning. What's more, a report by MacKinnon, Pitre and Watling (2007) on youth civic and political participation in Canada, found today's generation of young people to be less accepting of hierarchical structures compared to their older counterparts, and expect active participation in leadership roles in order to be motivated to participate in an engagement activity or programme. Thus, embracing youth as co-creators and partners in renewing civil and democratic life may not only bring about more innovative solutions to problems, but can also be understood as an enabler for meaningful youth engagement.

2.2 Youth Development

In addition to possessing sufficient skills and knowledge to contribute to planning and decision-making processes, including youth's voices in planning processes is important in order to nurture their democratic citizenship and capacity to make a difference on the issues that affect them. Summarised by Hart (1992), children and youth cannot be expected to suddenly become responsible, active citizens at 16, 18 or 21 without prior exposure to the skills and responsibilities involved (Hart, 1992). Rather, an understanding of these skills and responsibilities can only be acquired gradually through practice (Hart, 1992). Furthermore, it is argued that when youth engage with their surroundings and in their community, they form

attachments to place and a more likely to be active citizens as they grow older (Wildfield, 2013; Bessant, 2004). This was evident in a study by Frank (2006), which through a comprehensive literature review of youth participation, found that involving youth in decision-making processes not only had a positive impact on communities, but also on individuals and their capacity to participate in public decision-making. She argues that many of the benefits of youth participation are similar to those of adult participation however the benefits to youth are amplified because youth are undergoing rapid psychosocial development (Frank, 2006). While youth were found to benefit from the entertainment, educational, or networking aspects of youth participation in planning processes, they also valued having a voice in public matters and reported feeling more connected to their community and environment as a result (Frank, 2006). As well, a study by Zeldin, Camino & Calvert (2007) found that youth participation resulted in feelings of competence and empowerment among the youth that were involved, giving them the confidence to participate in decision making processes again. Thus, youth participation indirectly benefits society due to the social learning that occurs. As participation not only advances societies understanding of youth, enhancing youth's quality of life as a result, but also enhances young people's civic capacity and confidence in general (Frank, 2006).

2.3 Tokenism in Youth Engagement

Despite the range of benefits of youth participation in policy and planning, youth are a group that continue to be ostracized from urban planning processes, regardless of whether or not they have been consulted with. This has been expressed anecdotally by youth, whereby they participate in consultation activities targeted at them, however feel as if their views have not been genuinely taken into account (Warming, 2011). This paradoxical co-existence of participatory governance and the disempowerment of children to influence decisions that affect them is encompassed in the UNCROC, which emphasizes children's right to have their opinion heard however goes on to make this right conditional upon their age and maturity level (United Nations, 1989; Warming, 2011). Lee (1999) encapsulates this, using two views of children in adult institutions as “beings” on the one hand, and “becoming's” on the other to express the obscurity between the two. While the former views children as capable, active citizens, the other regards them as not yet capable and passive objects for adults undertaking (Lee, 1999). The latter is articulated by Hart (1992), who stated “children are the most photographed and least listened to members of society”, denoting to the strong propensity of adults to undervalue

the ability of children while simultaneously including them in events to influence a cause. Thus, the disregard of children's voices is widely justified by a view of children as "becoming's" in need of protection from adults rather than as active and capable "beings" (Lee, 1999).

Talbert & Lesko (cited in White, Wyn & Robards, 2017), attribute this widely held view to the literary concept of youth, which they argue is "imagined, endowed with meaning and problematized" and differs widely depending on the time and place it occurs (p. 5). For this reason, age divisions and the use of physiological transformations of adolescence as a means to explain youth have been widely contested (Jones, 2009; Mizen, 2004). Instead, youth is generally understood as the period of transition from the dependence of childhood to the independence of adulthood, defined by the United Nations in relation to education and employment as those persons between the ages of 15-24 (United Nations, 2013). Thus, today's concept of youth is institutionalized in education systems and welfare organisations, and anticipates eventual arrival at adulthood. This associates youth with inferior characteristics such as immaturity, inexperience, naivety lack of knowledge and sense, rendering them second-class citizens below adults (Jones, 2009). This is described by Cohen (1997) as the "deficit approach" to youth, whereby policies that affect young people draw from developmental psychology to support the view that because the processes of physical and mental development in young people are still occurring, their ideas are not as worthy as those of adults (White, Wyn & Robards, 2017). The view that youth are "unfinished" individuals is also evident in policies which frame young people as future workers with specific skills and dispositions, placing focus on their value as citizens in the future rather than in the now (Ball, Maguire & Macrae, 2000). This notion is reverberated in a large body of literature that explores the concept of youth participation from the perspective of discrimination, disciplining and distrust (Hart, 1992; Warming, 2011; Lee, 1999; Kara, 2007; White, Wyn & Robards, 2017; Cohen, 1997; Ball, Maguire & Macrae, 2000).

Recognising the need to support, and create opportunities for more meaningful youth engagement, in 2017, Christchurch's Youth Workers Collective devised a Youth Action Plan (CYAP) with support from the Christchurch City Council (CCC). The document which is available online, is informed by research compiled and led by youth and illustrates youth's ideas for a better city and quality of life (CYAP, 2017). One key issue that emerged was that the young people of Christchurch do not feel involved, nor do they feel comfortable in the democratic practices of their community, city and nation (CYAP, 2017). The intention of the

CYAP is to start of a conversation between young people and decision-makers, and provides a foundation for further actions to be developed from. Thus, the concept of youth participation in Christchurch is no longer conceptual, but rather, procedural i.e. how do we meaningfully engage with youth?

Christchurch, like many municipalities offer a youth council model to support youth input into council decisions, however the effectiveness of this model has proven limited (Collins, Augsberger & Gecker, 2016). Taft & Gordon (2013, p. 5) argue that “as institutions working with the state through formal channels” youth councils emphasize debate and discussion and “embody an ideal form of youth participation and civic competence within this particular vision of democracy”. In fact, youth can be civically engaged through a range of methods, illustrated by highly engaged youth activists that do not partake in youth councils and examples of youth activism such as the Arab-Spring which have occurred predominantly online. Thus, the belief that the diversity of youth’s interests are represented sufficiently in the youth council model is flawed. Engaging youth from a wide range of backgrounds has proven to be a significant challenge, particularly those of ethnic minority and those not in employment, education or training (NEET) considering the disconnect or distrust they often experience within their social systems. (Iwasaki et al., 2014). In a study by Collins, Augsberger & Gecker (2016), youth council members identified that many of the members of their council were highly educated, and that they would like to see more of a range of young people attending meetings and events. While others raised the concern that information about youth participation opportunities was not reaching diverse segments of the community (Collins, Augsberger & Gecker, 2016). Moreover, Hart (1992) argues that many children do not live in the kinds of stable families which support youth participation. For example, parents from low socio-economic families may not have the time, money or patience to support their children’s activities, while youth from these backgrounds are frequently seeing examples in their daily lives which reaffirm their parent’s reasons for not participating in public discussion (Hart, 1992). In addition to social class variations, Hart (1992) highlights factors such as youths social and emotional development, development of perspective taking ability and gender inequities as barriers to youth participation. Thus, there is a need for more meaningful youth engagement opportunities that address these barriers and maximize both the quality and quantity of youth participation, expressed by a growing body of literature devoted to developing frameworks, guidelines and even “ingredients” for more meaningful youth engagement (Hart, 1992, McKoy & Vincent, 2007; Burke, Greene & McKenna, 2016; Frank, 2006; Ramasubramanian & Gonzalez, 2007;

Kara, 2007; Riemer et al., 2013). The following paragraphs will highlight the enablers to meaningful youth engagement raised in this body of literature, and draw comparisons between them.

2.4 Enablers of Meaningful Youth Engagement

An eminent example of work dedicated to guiding more meaningful modes of youth participation is the work of Hart (1992). Now a commonly used theoretical framework for youth participation, Hart (1992) adapted Arnstein's (1969) Ladder of Participation, for thinking about youth participation in policy and practice (see Appendix 1). Children, Hart (1992) argues, are the most photographed and least listened to members of society, denoting to the strong propensity for adults to undervalue the ability of children while at the same time using them in an event to help influence a cause. The three lowest rungs of the ladder denote to modes of non-participation and include manipulation, decoration, and tokenism. The five subsequent levels are referred to by Hart as models of genuine participation, and include assigned but informed, consulted and informed, adult initiated shared decisions with adults, child-initiated and directed, and finally, child initiated shared decisions with adults (Hart, 1992). Children, Hart argues, may not always function on the highest rung of the ladder, however, programmes should be designed to maximise the opportunity for any child to choose to participate at the highest level of his or her ability (1992). At the lowest level, young people are assigned but informed (Hart, 1992). They understand the intentions of the project, who made the decisions regarding their involvement and why, they have a meaningful rather than decorative role in the project, and they volunteered for the project after it was explained to them (Hart, 1992). The sixth rung of the ladder, "adult initiated, shared decisions with children", Hart argues is true participation because decision making is shared with young people (1992). In most instances, planning processes are dictated by the most politically powerful age groups, that being adults. Thus, in this case, there should be a concerted effort to involve all persons (Hart, 1992). Special consideration is given to the young and the elderly, and anyone else who may be excluded due to a special need or disability (Hart, 1992).

Founded in the theoretical framework of Hart (1992), Y-PLAN (Youth—Plan, Learn, Act, Now!) in West Oakland California was a youth civic engagement strategy that partnered graduate student "mentors", local high school students, government agencies, private interests, and other community parties to work on a community revitalisation plan (McKoy & Vincent,

2007). With little guidelines of what was expected from them, young people used intimate knowledge of their environments to provide innovative and positive suggestions for their community's revitalization (McKoy & Vincent, 2007). As well, later following the conclusion of the project, the project partners reported that students were continuing to build on lessons introduced during the project they were involved in, were exhibiting community activism, and were inspired, motivated and confident to pursue personal development (McKoy & Vincent, 2007). An analysis of the Y-PLAN drew from a range of data sources over a six-year period of the strategy being implemented, and identified three central conditions that lead to successful youth participation. Firstly, authentic problems engage diverse stakeholders and foster a "community of practice" that includes local government officials, planners, neighborhood residents, educators, and students. Participating in activities that had real and direct meaning, relevance and potential impact on the world was meaningful for the youth involved, as was learning in a community of practice where young people had access to key people, places and resources in a particular field of work. This lead to authenticity as the young people involved saw their ideas and unique perspectives adopted by community leaders engaged in urban renewal efforts. Secondly, adults share decision making with youth, valuing their input and giving them a noticeable role in outcomes. This lead to a greater distribution of power among adults and youth and increased youths influence over projects. Lastly, projects build individual and institutional success that promotes the sustainability of students and schools working on redevelopment projects.

Already mentioned, a study by Burke, Greene & McKenna (2016), used a method known as "Photo-voice" to visualize the way young people viewed their local neighbourhoods and public spaces. Youth were encouraged to walk around and photograph aspects of their neighbourhood that they liked or didn't like. Researchers then asked youth why they chose the pictures they took, exchanged ideas about what they wanted to change, conducted research with them on the histories of the spaces they had photographed, and collaborated with youth to write proposals to be presented to public officials. Similar to the results of Y-PLAN, this strategy was said to be successful, as it presented youth as "experts" of their environment, and provided a way for young people to express their opinions as equals with adults (Burke, Greene & McKenna (2016). According to Burke, Greene & McKenna (2016), the photographs served as an intelligible object through which youth could narrate their experiences. As a result, photography gave legitimacy and value to youth's experiences that may have otherwise remained invisible to people in positions of power, highlighting the unequal distribution of

resources in their communities in the process (Burke, Greene & McKenna, 2016). Burke, Greene & McKenna (2016) therefore identify the potential for photography and other art forms to bring into light the issues affecting young people's lives. This is echoed by Solórzano and Yasso (2009) who argue that the stories young people tell through media reframe identities that others often attribute to them, and are "a method of telling the stories of those people whose experiences are not often told" (2009, p. 139). In this way, art forms are considered useful tools for exposing, analyzing and challenging assumptions about youth, and especially those in disadvantaged social positions.

Frank (2002) highlighted five lessons for effective youth participation through a summary of empirical studies of youth participation. Firstly, give youth responsibility and voice in the planning process. By giving youth greater autonomy and purpose, they were found to be more motivated to do good work. Secondly, build youths capacity to participate in the form of knowledge, skills and confidence. Thirdly, encourage youthful styles of working, as young people were found to respond better to working techniques that were social, dynamic, interactive expressive, constructive and challenging. Fourth, involve adults throughout the process as this was found to be helpful in building youth's capacity and leveraging resources on behalf of youth. As well, through adult support, youth acquired the confidence to ask decision makers to consider their ideas or to directly pursue change. Lastly, adapt the sociopolitical context to maximise decision-makers responsiveness by involving officials and community leaders early in the process (Frank, 2002).

In a report by Ramasubramanian & Gonzalez (2007), a youth-focused participatory research initiative is examined. The Placemork project, as it was called, occurred in Pilsen, Chicago, and was aimed at providing opportunities and spaces for young people to creatively participate in the planning of their community (Ramasubramanian & Gonzalez, 2007). The project was a community-university partnership between the University of Illinois at Chicago and the Mexican Fine Arts Center Museum located in Pilsen, and saw participants use a range of communicative tools and techniques to describe what they liked and didn't like in their community. Reflecting on the success of the project, Ramasubramanian & Gonzalez (2007) identified several strengths of the model. The first was the ability to be flexible and adaptable to the needs of youth and participants and community partners without compromising the goals of youth development and empowerment. The second was grounding the project in the community that it was concerned with, and providing a safe and neutral space for youth in

Pilsen to hang out and talk about community issues. Thirdly, the work of young people was archived online and celebrated in a final presentation of the project. This enabled community members and the participants families to celebrate the accomplishments of their youth, who are so often portrayed in a negative light. Finally, Placemork employed both community-based educators and university educators to work with youth, rather than having the content delivered solely by university-based educators and facilitators.

Lessons on meaningful youth engagement can also be derived from the work of Riemer, Lynes & Hickman (2013), who drew from the literature on meaningful youth engagement to develop a systematic approach for the development and evaluation of a youth engagement program. The framework is comprised of 5 major components relating to the youth engagement process, including the activity and/or programme, initiating factors, the engagement, sustaining factors and outcomes. Mediators and moderators of the process, as well as direct and mediated feedback loops between components are also included in the model. For example, successful engagement has been shown to predict future engagement (Riemer, Lynes & Hickman, 2013). For the engagement activity/programme Riemer, Lynes & Hickman (2013) note the need for shared leadership with adults. As well, youth want to feel as if they made a difference in their communities. Thus, programmes that supply opportunities for short-term measurable impacts will be more effective in engaging youth in the long term (Riemer, Lynes & Hickman, 2013). Riemer, Lynes & Hickman (2013) also identify the quality of relationships youth experience with both adults and their peers during their engagement in a program as an important factor to consider (Riemer, Lynes & Hickman, 2013). They argue, organisations which check in regularly with youth to solicit feedback about their experiences and build relationships with them are likely to be more successful (Riemer, Lynes & Hickman, 2013). Moreover, for the engagement process Riemer, Lynes & Hickman (2013) note the importance of providing a breadth of activities for youth to become involved in, as this provides opportunities for youth to explore a wide range of interests as well as gaining exposure to a variety of people and experiences. Sustaining factors are identified as the degree to which a program provides enjoyment, novel experiences and learning opportunities.

Through a sample evaluation, Kara (2007) developed a checklist for youth councils to assess their participation in decision-making processes. This checklist was derived from the work of Joah (2003) who interviewed a number of young people that had been involved in decision-making processes to highlight key factors which made their involvement meaningful. Kara

(2007) assembled these factors into “ingredients” for meaningful youth participation, grouping them into three stages; before the youth council is formed, while it operates, and when it concludes. She then asked a selection of democratically engaged young people and four municipal staff who worked with youth on youth councils for feedback. The resulting “ingredients” are as follows. For the pre-involvement stage, Kara (2007) recommends that municipals demonstrate a serious commitment to working with youth on local issues, and form honest relationships with the youth in their communities. Secondly, Kara (2007) recommends that a diversity of youth voices is valued and encouraged. Thirdly, Kara (2007) recommends that a successful youth council builds on and taps into the existing passions of the youth in their community, ensuring youth who are interested in specific issues are channeled into the appropriate municipal conversation. While the youth council is operating, Kara (2007) highlights the importance of resources and training, legitimacy, youth-friendly meetings in formal settings, effective meetings, and shared decision-making power with adults as key “ingredients” to sustain youth’s involvement. Lastly, Kara (2007) argues that providing the opportunity for youth to reflect on what went well or what went badly is a critical component for achieving meaningful youth participation in youth council settings.

2.5 The Need for Evaluation

Despite significant attempts to support, and create opportunities for more meaningful youth engagement, very few youth engagement initiatives implement an evaluation mechanism. This scarcity is identified in a body of literature highlighting the need for formal evaluation mechanisms in the field of youth engagement. For example, Morrissey (2000) argues that the question of quality requires some form of assessment or evaluation, however this is seldom employed in the field of youth participation. According to Kara (2004), the nature of youth engagement makes evaluation crucial, not only to improve the outcomes that occur as a result of youth involvement, but to improve the ability of youth to understand their role as democratic citizens. It teaches them to question authority, challenge assumptions, navigate diverse perspectives, admit to mistakes, and above all, learn and adapt through critical reflection (Kara, 2007). Riemer, Lynes & Hickman (2013) ratify this, noting the absence of empirical research in the youth engagement literature regarding the conditions that mediate and moderate the impact of youth engagement initiatives, especially in regard to positive youth development. Thus, given young people’s dissatisfaction with youth engagement efforts both globally and locally, and the struggle to involve a broad range of youth in urban planning

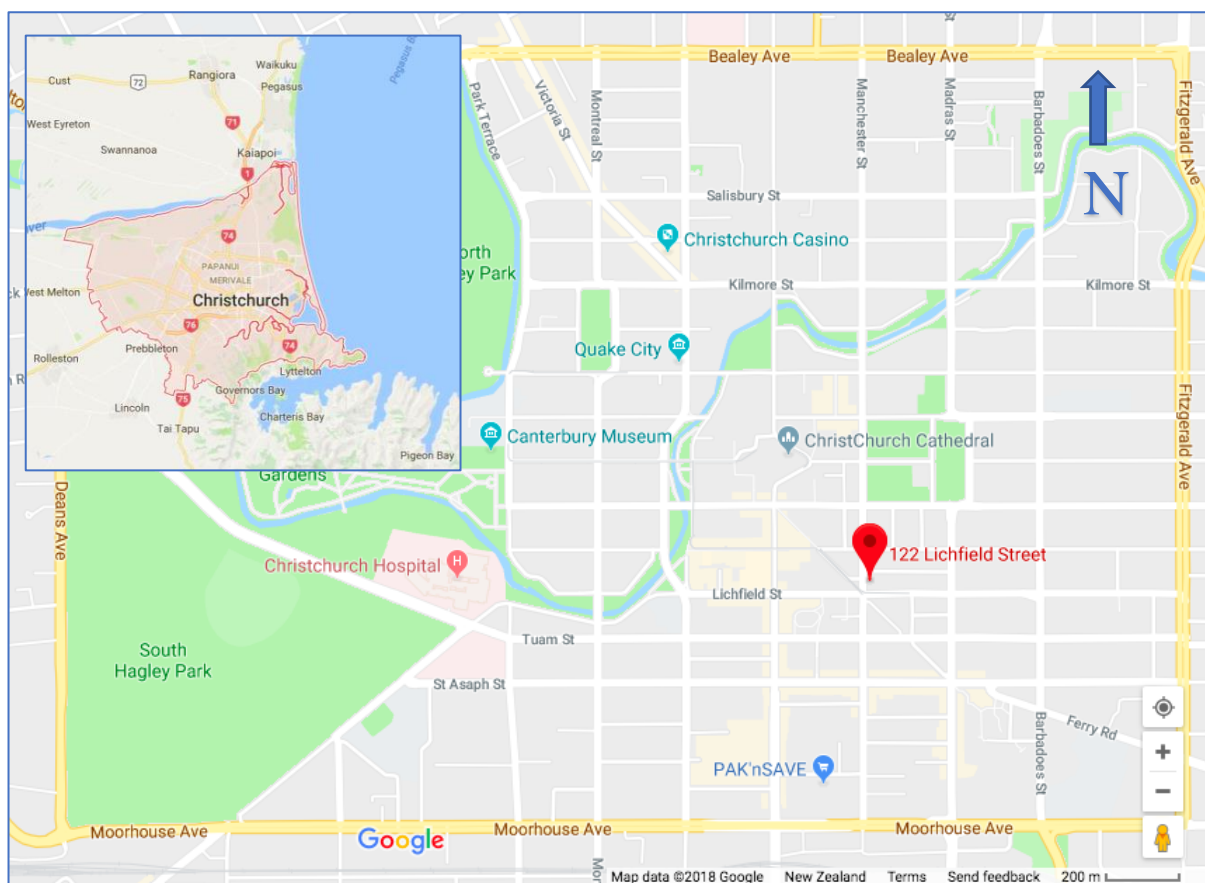
processes, youth enquiry of youth engagement methods and experiences is an area that is opportune for future experimentation, research and activism. The proposed research addresses this gap in Christchurch more specifically, with the aim of moving beyond anecdotal evidence towards a more genuine analysis of youth's experiences in a youth engagement initiative in Christchurch. These findings will be supported by interviews with the other project stakeholders, as well as two focus groups with young people who identify, or have been identified as being disengaged from urban planning processes in the past, to help develop a set of recommendations for more meaningful youth engagement in Christchurch in the future.

Methodology

The following is a description of the chosen methodology and methods that were carried out to achieve the research aims and objectives.

3.1 Regional Context & Map

Figure 2. Map showing the context of the Study Area and the location of the Youth Space Project in Christchurch's City Centre



The youth space that has resulted from the youth engagement initiative being studied is located at 122 Lichfield Street in Christchurch's central city. Moreover, given that this research is concerned with youth engagement in urban planning processes in Christchurch specifically, the chosen research methods will work with organisations and young people residing in the city of Christchurch, Canterbury. Detailed in section 1.3, uncovering the enablers of meaningful youth engagement will be valuable in post-disaster Christchurch given that is currently undergoing a period of renewal, and it will be important to include young people's voices in decisions about the rebuild.

3.2 Research Paradigm

The chosen research paradigm is a process evaluation that has been guided by Saunders, Evans & Joshi's (2005) framework for developing a process evaluation plan, intended to help assess participation in a targeted health intervention program. Increasingly, statutory bodies are requiring accountability of programs and related projects that they fund, and in response, several frameworks and models exist to help guide the development of a comprehensive process evaluation (Linney & Wandersman, 1991; Chinman et al., 2001; Butterfoss & Kegler, 2002). By definition, process evaluations are used to monitor and document the implementation of a program, and can assist in understanding the relationship between specific program elements and program outcomes (Saunders, Evans & Joshi, 2005; Harper et al., 2003; Bouffard, Taxman, & Silverman, 2003). In prevention and intervention research, an outcome evaluation is commonly used to determine whether a health promotion program was successful, however a process evaluation goes further to also explore why a program was or was not successful (Saunders, Evans & Joshi, 2005). This helps to inform ways in which a program can be improved and better implemented in the future in order to assign an agency's resources more efficiently and ensure that the specific needs of the target audience are met (Linney & Wandersman, 1991).

Process evaluations are therefore gaining increasing recognition as a means to improve prevention and intervention programs aimed at benefiting communities experiencing marginalisation or oppression by mainstream society (Harper et al., 2003). The reason for this is that standard prevention or intervention programs tend to not address the specific social, cultural, economic, political, and environmental factors that result in marginalised or oppressed individuals experiencing negative health outcomes, thus these often require modification before they can be utilised effectively by marginalised or oppressed groups (Harper et al., 2003). Through working collaboratively with oppressed or marginalised groups to better understand their experiences, process evaluations can lead to new or modified interventions that are more acceptable within that community, and can thus lead to increased participation in the future (Harper et al., 2003). This research paradigm has therefore been chosen in line with the aims and objectives of this research, which seek to improve youth engagement methods in Christchurch in the future. To achieve this, I will work with, rather than for young people, to assess their participation in the co-creation approach to youth engagement that was used, and in doing so, seek to better understand the specific social, cultural, political, economic, and

environmental factors that may be limiting youth's participation in targeted youth engagement events. This research model is embedded in Community Based Participatory Research (CBPR) theory, which is primarily employed in public health related research. CBPR addresses social, structural and physical environmental inequities through active involvement of community members, organisations and researchers in some, or all of the research process (Butterfoss, 2006; Wallerstein & Duran, 2006; Israel et al., 2010). Community members and researchers engage in a joint process, and contribute knowledge to enhance understanding of an issue or phenomenon. Through combining knowledge gained with action, CBPR empowers community members to increase control over their lives, build local capacity and develop systems that will improve the lives of others in their community. (Butterfoss, 2006).

In Saunders, Evans and Joshi's (2005) framework for developing a process evaluation plan, they identify fidelity, dose delivered, dose received, reach, recruitment and context as important elements to evaluate in a process evaluation. The process-evaluation questions and subsequent research methods have been organized according to these components and are summarised in Table 1.

Table 2: Final Process Evaluation Plan for Christchurch's Youth Space Project (see p. 5 for abbreviations)

	Process-Evaluation Question	Data Sources	Tools/Procedures	Timing of Data Collection	Data Analysis and Synthesis	Reporting
Fidelity	To what extent was the project implemented consistently with the initiatives underlying theory and philosophy?	Gap Filler, Fletcher Living, CYC, & CYWC	Semi-Structured Interviews	Following the conclusion of the project	Themes identified through qualitative analysis	Summative – reported to project stakeholders after the project is completed
Dose Delivered	To what extent were all the intended units and components of the project implemented?	Gap Filler, Fletcher Living, CYC, & CYWC	Semi-Structured Interviews	Following the conclusion of the project	Themes identified through qualitative analysis	Summative – reported to project stakeholders after the project is completed
Dose Received	<p>To what extent were young people satisfied with their participation in the co-creation process?</p> <p>What elements of the co-creation process did young people engage with and respond to?</p> <p>What did young people learn through being a part of the co-creation process?</p>	<p>Working Group Youth</p> <p>Youth Project Participants</p>	<p>Focus Group</p> <p>Resulting Survey from Focus Group with Working Group Youth</p>	Following the conclusion of the project	Themes identified through qualitative analysis	Summative – reported to project stakeholders after the project is completed
Reach	To what extent was the target population reached?	CYC & CYWC	Record of the name and number of youth organisations that	Attendance taken at fit-out workshop	Calculate score based on percentage of youth organisations	Summative – reported to project stakeholders after the project is completed

		CYC & CYWC	attended the fit-out workshop Record of youth organisations that were invited		that attended, or contributed to the fit-out workshop that were invited	stakeholders after the project is completed
Recruitment	What procedures were used to recruit youth?	CYC, & CYWC	Record of the procedures used to recruit youth organisations for the fit-out workshop	Following the conclusion of the project	Narrative description of procedures	Summative – reported to project stakeholders after the project is completed
Context	What were the barriers and enablers to the success of the youth space project? How could the co-creation process be improved in the future?	Gap Filler, Fletcher Living, CYC, & CYWC Working Group Youth Disengaged Youth Youth Space Project Participants	Semi-Structured Interviews Focus Group Resulting Survey from Focus Group with Working Group Youth	Following the conclusion of the project	Themes identified through qualitative analysis	Summative – reported to project stakeholders after the project is completed

3.3 Semi-Structured Interviews

To help evaluate the co-creation approach to youth engagement that was used and provide further insight into why/why not the project was a success, three semi-structured interviews were conducted with the project's key stakeholders. These were identified as Fletcher Living, Gap Filler, and the two youth organisations moving offices (CYWC and CYC). The interviews were semi-structured, therefore the questions that were asked were intended to help guide a conversation between the interviewer and interviewee (Appendix 6). Consistent with Saunders, Evans & Joshi (2005) framework for developing a process evaluation, the purpose of these interviews was to help assess the projects fidelity and dose delivered, and investigate the context, or aspects of the environment which may have influenced its success. Following the semi-structured interview with the CYC and CYWC the opportunity was also taken to determine the procedures used to recruit youth organisations for the fit-out workshop, the youth organisations that were invited and those who attended. Also helping to evaluate the reach and recruitment of the project.

Detailed in the research information sheet provided in Appendix 8, interviewees were informed that the name of their organisation will be identified and attributed to any information or opinions that they provided on their organisations behalf and may go on to be published. However, it proceeds to assure interviewees that their personal identity will be kept confidential between me and my supervisor. The terms of the interviewees participation are discussed in more detail in section 3.7 regarding the ethics concerning this research project.

3.4 Focus Group 1: Working Group Youth

In their framework for developing a process evaluation plan, Saunders, Evans & Joshi, (2005) identify both exposure and satisfaction as important components to assess in order to improve program outcomes. Exposure can be understood as the extent to which participants actively engage with, interact with, and/or are receptive to a given program (Saunders, Evans & Joshi, 2005). While satisfaction pertains to how satisfied participants are with the program and/or its outcomes (Saunders, Evans & Joshi, 2005). These components were evaluated through a focus group with three of the young people who were a part of the projects working group. The focus group saw the young people engage in community based participatory research (CBPR) to a) evaluate their participation in the co-creation process, and b) formulate a survey for the other young people that were involved. This method is underpinned by CBPR theory, as by

contributing their knowledge, and making decisions regarding the design of the survey, this gave the young people the opportunity to help shape the information that is produced in this research. Thus, contributing to the development of a framework intended to improve the lives of other young people in their community. Moreover, preliminary research into youth research methods suggested that anecdotally, youth respond better to participatory research, and grow tired of sitting around tables participating in focus groups. Therefore, this approach was chosen in an attempt to make data collection more enjoyable for the youth involved. Youth research often involves focus groups to avoid the power imbalances which can be experienced in adult discussions with young people (Hayward, 2012). However, given that I am a young person myself, a focus group was chosen more so to create an opportunity for collective deliberation and reflection (Heath et al., 2009). I believe my age was a strength of this research as it minimised any power imbalances and meant I had a more inherent understanding of the information that was produced.

The three youth participants were recruited from the projects working group. However, it is important to note that the young people who were a part of the working group were in no way obliged to participate in the focus group, and that this was not at all a mandatory part of the process. Following the conclusion of the fit-out process, I invited the working group members to participate in the focus group after explaining my research and what it would involve. One of the groups youth members could not attend, however were given the opportunity to provide feedback, either by filling out the survey that was produced in the focus group, or by contacting me.

After introducing myself and explaining the purpose of my research more in-depth, I read over the terms of the youth's participation before giving them the opportunity to ask questions. Focus Group 1 then commenced by introducing the four questions to the youth participants which I sought to answer. These were:

1. How satisfied were youth participants with their participation in the youth engagement initiative?
2. What elements of the youth engagement initiative did young people engage with and respond to?
3. What did young people learn/take away from participating in the youth engagement initiative?

4. What would young people change about the youth engagement initiative if they were to be asked to participate in it again?

These questions were provided in a run sheet for the focus group, which also details the three activities that took place to answer them (Appendix 2). These were:

Activity 1

The first activity was an ice breaker which saw the youth participants brainstorm on a whiteboard or piece of paper what meaningful youth engagement in urban planning processes looks like to them. I then asked them to put a tick next to everything they felt was present in the co-creation process they were a part of, before asking them to expand on why/why not this was. This helped to evaluate the extent to which youth were satisfied with their involvement in the project.

Activity 2

With the experience fresher in their minds, for the second activity, I asked the participants three questions to help guide a critical reflection of the co-creation process and their participation in it. For each question, the participants took turns brainstorming the groups responses on a piece of butcher paper. This approach was chosen to encourage group discussion and to allow the young people to physically construct the information that was produced in the research. The questions that were asked were:

1. What did you like about the youth engagement initiative/what do you think worked well?
2. What did you learn through being involved in this process?
3. What would you do differently next time? I.e. for the design of the outdoor area?

Activity 3

After a break, the third and final activity saw the young people formulate a short survey for the other young people that were involved in the project. I asked the youth participants (with reference to the whiteboard and the issues that were raised) what they thought should be asked of the other young people that were involved in order to evaluate the co-creation process and determine the project's success. I supported the youth participants to lead this part of the

research themselves, and provided encouragement and/or prompts where she believed necessary.

Following the conclusion of the focus group, a survey was created on Survey Monkey (an online survey tool that was chosen by the youth participants). The survey was run past the youth participants in a Facebook group message to see if there were any changes they'd like to make and ensure they were happy with the final product. This proved an effective form of communication with the young people as they replied quickly and constructively. After looking over the survey, one participant suggested a question be added asking how the event for the design of the outdoor area could be improved. This question was subsequently added and agreed on by the other two participants and a final copy of the survey confirmed. The exact questions and format of the survey that was produced is provided in Appendix 3. A link to the survey was then shared on the Facebook event for the fit-out workshop (Appendix 4) and youth were given a deadline to respond. Three people responded to the survey within this time frame, the results of which will be included in the results from this research. Finally, to conclude the fit-out workshop, the youth that participated were asked for feedback. Their responses were noted, and will also be incorporated into the results.

3.5 Focus Group 2 & 3: Disengaged Youth

Focus groups 2 and 3 were with young people that identify, or have been identified as being disengaged from urban planning processes in Christchurch in the past. More closely, youth who have had little to no involvement in the democratic processes of their city or nation. These two focus groups sought to uncover the context, or aspects of the environment which may have prevented youth from participating in the co-creation process being studied, and explored ways of engaging them in urban planning processes in the future.

Originally it was planned to recruit youth participants for these focus group through schools, however this method was not supported by the University of Canterbury's Human Ethics Committee (HEC) due to the complexity of obtaining consent from a school and the added requirement to obtain approval from the University of Canterbury Educational Research Human Ethics Committee (ERHEC). Instead, youth participants were identified and recruited through referral from the other project stakeholders, Christchurch youth organisations and/or other contacts known to me. These contacts informed young people in their network of the opportunity and facilitated linking them with me if they were interested in becoming involved.

A \$20 mall voucher was also offered to pay the young people for their time. As a result, seven young people expressed their interest. Originally, I planned to hold just one focus group with disengaged youth, however a time and date couldn't be found that suited each of the seven participants. Instead, two focus groups were held to maximise participation. Furthermore, HEC policy requires another adult to be present in the room if a focus group is taking place with any young person below the age of 18. For this reason, I only recruited participants over the age of 18, as I believed this could affect what the youth participants choose to comment on and the language that they used.

For each of the focus groups with disengaged youth, after introducing myself and explaining the purpose of my research more in-depth, I read over the terms of the youth's participation before giving them the opportunity to ask questions. The focus group then began with an ice breaker, so that the young people could get to know me and the other youth participants, and feel more comfortable being and speaking in each other's presence. After explaining to the youth participants how the focus group would work, the focus group commenced. The discussion that followed can be understood as occurring over three parts, with each part consisting of a series of questions depending on the groups answers. These questions are provided in Appendix 5.

For the first part, I asked the group several questions to gauge their awareness and understanding of youth engagement initiatives. For the second part, I then asked the group whether they would be interested in participating in an event or project like the fit-out workshop, which exists to include young people in decisions about how the city should look and work and explored why/why not this was. Finally, for the third part I split the group into groups of two or more and asked the participants to brainstorm places and/or services that they thought were missing from the city that they needed and/or wanted. After roughly ten minutes, I asked the groups to take turns sharing their ideas. I then took one of these ideas and used it as an example to find out what an event or project would need to look like to help the youth participants bring that idea to life. I asked questions and used prompts where necessary to discover where the event/project would need to be held, who would need to be there/who would need to run it, how it would need to be run, and when it would need to be run/at what stage of the project. The focus group then concluded with me retrieving the contact information of any youth participants interested in being a part of the youth projects second phase.

3.6 Ethics

Prior to this research taking place, ethics approval from the University of Canterbury Human Ethics Committee (HEC) was obtained (see Appendix 7). Upon agreeing to participate, research participants were emailed a number of possible dates, times and locations for their interview or focus group to take place, and asked to indicate which of these would be the most suitable for them to attend. A follow up email including an information sheet and consent form was then sent a week prior to their interview or focus group taking place, confirming the date, time and venue. The information sheet provided in Appendix 8 was supplied to all research participants and described the nature of the research and the relevant terms of their participation. However, given that the terms of participation for interviewees and youth participants are different, separate consent forms were provided for each. The consent form for interviewees is provided in Appendix 9, and the youth consent form, in Appendix 10. As well, per HEC Policy, any youth participant under the age of 16, or under the age of 18 and still living at home is unable to give informed consent. None of the research participants fell into this category, thus no parent consent was needed. However, an information sheet for parents (Appendix 11) and parent consent form (Appendix 12) was constructed in case this was necessary. The supply of this information a week prior to the interview or focus group taking place gave the research participants adequate time to carefully consider their participation before their interview or focus group commenced, as well as the opportunity to ask questions.

Most importantly, any research involving young people is classed as high risk by the HEC, thus extra precaution was taken to ensure youth participants were fully informed and their identities kept confidential. Detailed in the research information sheet provided in Appendix 8, youth participants were assured of the complete confidentiality of data gathered in this research. The names of all youth participants were replaced by an anonymised codes when transcribing and analysing raw data, and all raw data has been stored in locked and secure facilities at the University of Canterbury and/or in password protected electronic form on the University server.

Moreover, I made a concerted effort to use youth friendly language and ensure that youth participants felt comfortable, confident and safe. In the case of focus group 2, the young people chose a location where a trusted adult was nearby. I emphasized at the start of each focus group how much I appreciated the young people's time and valued their feedback, and reiterated that

youth could withdraw from the research at any stage, or opt not to answer a question if they didn't have an answer or feel comfortable doing so. I also asked that the participants didn't interrupt one another and respected what each person had to say, while making the point that negative feedback was just as much, if not more valuable than positive feedback. Furthermore, the young people were offered food and drink, as well as a break half way through the focus group. To conclude, I thanked the young people again for their time and provided my contact details should they have any queries or concerns or if they'd like to review or withdraw any of their contributions.

Results

To answer the research aim, several research methods were employed. The results from each method are detailed below, and examined according to the process evaluation questions that they answered, identified in Table 1.

4.1 Semi-Structured Interview Results

To what extent was the project implemented consistently with the initiatives underlying theory and philosophy?

Gap Filler hoped to achieve “a space that youth will use”, as through directly involving them in the design and construction of the space, they hoped it would result in a space young people were proud of and valued, more so than if they hadn’t been involved. While this was difficult to tell at the time of the interview, they believed it would become clearer once the outdoor space was completed, and the entire site more established. As well, Gap Filler hoped that the co-creation approach to youth engagement would give young people more lease to use their imagination and develop the space as they wished. The result was a lot more conventional than they hoped, however they identified the need to fulfil the needs of office space and the youth sectors slightly different style to their own as possible explanations for this (see Figures 3 & 4).

Similarly, the CYC and CYWC hoped to design a space “with youth, rather than for youth” and involve young people in the initial stages of the project, rather than consulting with them only in the latter stages once decisions have already been made or set in motion. They believed this was achieved through the working group which meant young people were involved in decisions from the projects early stages. As well, in their experience, CYC and CYWC have found that young people often get asked what they think of things but rarely get the opportunity to co-create and see tangible results from their input. Thus, the CYC and CYWC were hopeful that this process would empower youth when they start to work with the council and other decision makers on similar projects in and around the city. Most importantly, the CYC and CYWC hoped that the project would give a wide range of youth the opportunity to contribute, instilling a stronger feeling of ownership of the space, and empowering youth to become involved in other projects around the city in the process. While they noted that attendance at the workshop was low, the CYC and CYWC were happy with degree of youth input into the

fit-out of the indoor space, as the youth organisations who couldn't attend the event were still able to contribute their needs and wants for the space. In general, the feedback from the youth after the fit-out workshop was really positive and thus, the CYC and CYWC believed it was a great development opportunity for the youth involved.

Differing slightly, Fletcher Living's intentions for the youth engagement initiative were to bring life back into the area, and get feedback on the kinds of spaces and activities the communities would like to see in and around the central city. So that when they eventually develop housing in the East Frame, people may be more inclined to live there. Although they had little to do with the co-creation process, they were pleased with the range of people and organisations that attended the opening event as they believed this to be a positive sign for the future of the area.



Figure 3. View of the indoor space from the entrance



Figure 4. View of the indoor space from the back

To what extent were all intended units and components of the project implemented as planned?

In general, each of the project stakeholders expressed that the project was implemented as planned and that they were satisfied with the projects outcomes thus far. A working group that included a balance of youth and the other relevant stakeholders was utilized, ensuring youth were involved and represented in every step of the process. While the co-creation approach to youth engagement saw young people make decisions regarding the fit-out of the indoor space, down to choosing which chairs to buy, resulting in tangible results from their input. A third-party person also ran the fit-out event, furthering the integrity of the co-creation approach as this enabled the “other” project stakeholders to attend the event while still ensuring they remained far enough of a distance to not have any influence over the results. Finally, to conclude the process, there was an opening event for the space which was attended by a range of stakeholders and youth.

To what extent was the target population reached?

The CYC and CYWC reported that eleven youth organisations were invited along to the fit-out workshop, and as a result, ten youth representatives from five different organisations attended the event. Of the remaining six youth organisations that were invited but didn't attend, three sent through a list of their priorities for the space which were shared with the young people at the beginning of the fit-out workshop and incorporated into the resulting prototype. Thus, **72.7%** of that targeted population participated in some way in the youth space project.

What procedures were used to recruit youth?

The CYC and CYWC reported that an email was sent out on behalf of the project stakeholders to the youth organisations in their network which had earlier expressed an interest in the project. The email explained the project and information about the fit-out workshop such as the time, date and location. Youth organisations who couldn't attend the workshop were given the opportunity to send through their priorities for the space and reassured that these would be incorporated into the final design.

What were the enablers to the success of the youth space project?

Aspects of the co-creation process, identified by the project stakeholders as enablers to the projects success have been organised into key themes and summarised below.

Staff involved

The project stakeholders each identified the staff involved as key enablers to the success of the program. Gap Filler were grateful for the CYC and CYWC staff, as they did a lot of the program co-ordinating and purchasing of items, and through them, Gap Filler were also able to access a large number of young people. On the other hand, the CYC and CYWC found the regular communication and updates from Gap Filler an enabler to the program's success. While Fletcher's commended Gap Fillers relationships with community groups, and their drive and passion to serve the community as a key enabler.

Trust between stakeholders

Albeit a work in progress, Fletcher Living identified their relationship with Gap Filler and the development of trust between the two organisations as a key enabler to the program's success,

as they believe this put both parties more at ease, and in doing so allowed more space for creativity. Fletcher Living emphasised the importance of this aspect of the space activation programme to them, given the long-term nature of the project.

Communication

The CYC and CYWC highlighted ongoing communication from Gap Filler as an enabler to the program's success. While Fletchers believed that regular communication and clarity between Gap Filler and Fletcher Living was effective, as they would regularly sit down with one another to catch up on what each were doing to ensure they were working together in the same direction.

Amount of time to plan fit-out workshop

Despite the site delays, the CYC and CYWC thought that the amount of time they had to plan the fit-out workshop with the working group was an enabler, as it gave them sufficient time to plan it well.

Balance of young people and working professionals in the working group

The CYC and CYWC also believed the balance of young people and working professionals in the working group was an enabler to the success of the initiative as youth were given a significant voice and were able to participate in shared decisions with the other adults involved.

External facilitator for fit-out workshop

CYC and the CYWC thought having an external facilitator from Regenerate Christchurch for the fit-out workshop was an enabler as they had mana, a good understanding of young people, and they didn't have any preconceptions of the project and therefore didn't take a specific angle. This also meant the CYC and CYWC staff were able to keep enough of a distance that they were able to remain relatively impartial and young people could say what they thought.

Flexibility of fit-out workshop outcomes

The workshop itself was planned in such a way that it allowed for flexibility, and there were no expectations of what would be produced. CYC and CYWC believed this took pressure of the young people involved and in doing gave them freedom to generate ideas.

Site visit during fit-out workshop

The fit-out workshop also included a site visit to the youth space which the CYC and CYWC thought was a strength as it made the space more tangible and the young people could visualise better the space they were designing.

Different design mediums at fit-out workshop

Having different mediums for young people to design with during the fit-out workshop was identified by the CYC and CYWC as an enabler to the program's success as all learning types were catered to.

What were the barriers to the success of the youth space project?

Aspects of the co-creation process, identified by the project stakeholders as barriers to the project's success have been organised into key themes and summarised below.

Site delays

Significant site delays due to technical issues, the discovery of asbestos in the ground, the need to adhere to large regulatory bodies, Otakaro and the Local Council, and the requirement to obtain land-use consent meant the opening of the space was delayed by almost four months. While it was out of everyone's control, this was highlighted as a barrier to the project's success by all three of the project stakeholders. Particularly, the CYC and CYWC hadn't budgeted for another four month's rent in their previous office space, and this had a cumulative financial impact that they felt was not fully recognised. As well, site delays meant the CYC and CYWC also had to dedicate a lot more time to developing and facilitating the co-creation process, which was something that they were not rich in.

Uncertainty of site progress

Gap Filler highlighted initial uncertainty whether the project would go ahead or not and the time it took to produce a tangible result as a factor that affected long term interest in the project. For example, the majority of the young people Gap Filler consulted with on the potential for a youth space and the kind of functions it should have had moved on or lost interest by the time the opportunity arose for them to actually become involved. This uncertainty around site progress also affected attendance at the fit-out workshop, as the original workshop that was planned for September 30th was later postponed until October 14th. As a result, the CYC and

CYWC reported that some of the youth organisations that said they would attend the original date, could not or did not attend the new date. For example, Te Ora Hou, a faith-based Māori youth and community development organisation in Christchurch, said they would attend the original fit-out workshop however were unable to make the new date. Consequently, the CYC and CYWC highlighted a lack of representation of Rangatahi Maori in the project.

Framing of project and lack of clarification surrounding process

Gap Filler raised their concern that young people may have been confused by the space and their role in designing it due to the fusing of professionalism with that of Gap Fillers slightly more edgy and alternative style, playing their usual and expected roles, and the need to fulfil the needs and expectations of the space. They believed this could have been due to the way the space was framed by the adult staff involved, and the environment in which the workshop was held in. Similarly, the CYC and CYWC believed that little clarification of the process from the beginning and the way the budget would be spent meant youths expectations of the engagement process were different, and perhaps confusing for the young people involved. As how the CYC and CYWC staff originally explained the process and how the budget would be handled to the youth was different to how it actually played out.

Lack of connection between stakeholders

Gap Filler highlighted that they have a weak connection with young people and what they want, which is why it was so important to them to engage young people in the design of the youth space. However, due to their limited knowledge of youth best practice, they put the planning and co-ordination of the co-creation process into the hands of the CYC and CYWC. In hindsight, they thought this may have been a barrier to achieving their desired outcomes for the space, as they believe they have a much more hands on culture than that of Christchurch's youth organisations. If they had been more involved in the planning and facilitation of the process, they believed this may have resulted in a slightly different space, and one that aligned more closely with their vision. Fletcher Living articulated the challenge of aligning each organisations agendas to work toward a shared goal. While they didn't believe there to be any barriers to the program's success, they acknowledged that logistically it can be hard to co-ordinate everybody and what they're trying to achieve, and without regular communication and clarity between stakeholders this runs the risk of a project evolving into something that not everyone is on the same page about.

Perceived lack of trust between stakeholders

The CYC and CYWC had to provide accountability for which items were purchased for the space on behalf of youth and be reimbursed for anything that was purchased, both for the space and the opening event. Not only was this time and resource costly for the CYC and CYWC, they felt that this may have restricted youth's freedom to spend the money how they wished and represented a perceived lack of trust between project stakeholders.

Resources

The CYC and CYWC expressed that the fit-out budget of \$10,000 meant that by the time the necessary items for the indoor space were purchased, there was not much left for the young people to play with. As well, un-foreseen costs related to the discovery of asbestos put financial pressure on Fletchers.

Need to fulfil needs of office space

Gap Filler thought that the requirement to fulfil the needs of the office space may have resulted in less room and resources for abstract ideas.

How could this process be improved in the future?

Feedback from the project stakeholders on how the co-creation process could be improved in the future has been organised into key themes and summarised below.

More clarification surrounding process

The CYC and CYWC said they would like there to be more certainty around dates, and more clarity regarding the process so they can be honest with young people going into projects. Gap Filler articulated this, stating that that the timeframe for the engagement process, fit-out and opening was actually quite ideal, however it was the expectations surrounding this that made it difficult to keep each party happy.

Provide more opportunities for young people to be involved

Gap Filler thought that providing different ways of engaging, as well as opportunities to engage youth at different stages of the process was important given that young people are busy and often fleeting, and that choosing just one style will always exclude a certain type of people.

The CYC and CYWC agreed, expressing that for the outdoor space, it will be important to be more flexible and not have just one opportunity for young people to have their say.

More advertising and promotions

The CYC and CYWC expressed that it should be up to young people how to engage with young people, as they are the experts. However, they believe more advertising, both digital, onsite, and around the city, will be important for the second phase of the project, as more outreach and talking to more young people will be important.

Hold the engagement event on site

The CYC and CYWC thought that holding the fit-out event onsite would have been more beneficial, as it would have provided more visual aid and given young people more certainty surrounding their decisions.

Follow up

A follow up was also something that the CYC and CYWC thought could have improved the process, as although the young people were asked for feedback on the day, this could have been revisited to give them the opportunity to critique and reflect.

4.2 Focus Group 1 & Survey Results

Below is a summary of the results from Focus Group 1¹ and the survey that ensued², combined with the feedback from youth at the conclusion of the fit-out event.

To what extent were young people satisfied with their participation in the co-creation process?

In Focus Group 1, the young people were asked to brainstorm on a white board what meaningful youth engagement looked like to them. I then asked them to place ticks next to the elements they believed were present in the co-creation process they had been a part of (see figure 1). Between them, the youth ticked every element they had identified, implying that they were pleased with the way they were involved in the project. A powerful finding was that each

¹ Focus group with the young people who were a part of the projects working group

² The survey formulated in Focus Group 1, that was distributed to the other young people who participated in the co-creation process

of the three participants believed youth were made to feel valued. As well, at least two of them also indicated that youth-friendly language was used, workshops and steering groups were utilized, youth led decision making, their ideas were actively responded to, and the process was inclusive of everyone's needs. The results from the survey supported this finding, as of those who responded to the survey, all indicated that they were "very satisfied" with their participation in the project. This reiterated the positive feedback which was also given by youth at the conclusion of the fit-out workshop.

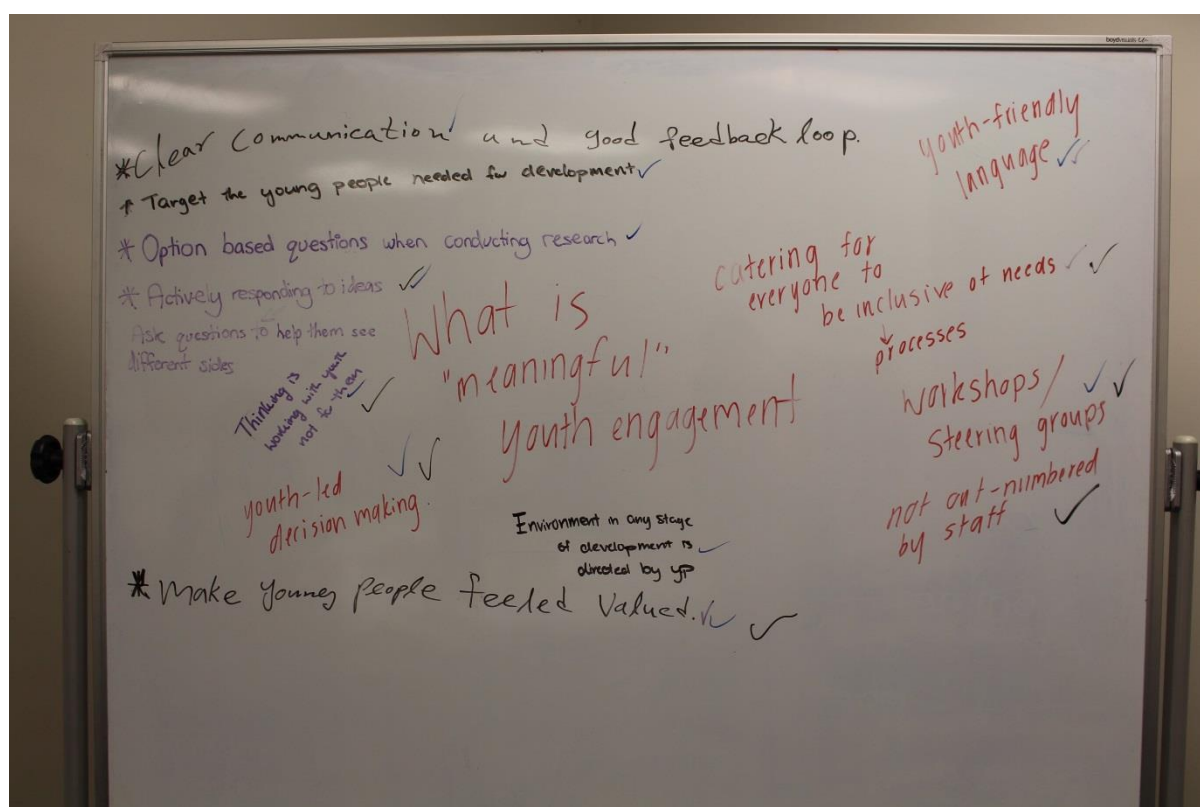


Figure 5: What meaningful youth engagement looked like to Focus Group 1, and those aspects that they believed were present (indicated by a tick).

What elements of the co-creation process did young people engage with and respond to?

The specific aspects of the co-creation process that the young people engaged with and responded to were as follows:

The fit-out workshop

- Youth liked the length of the workshop.

- Youth liked getting it all done in one process without going home with things still left to do.
- Youth liked the food provided at the workshop, which was “not pizza”.
- Youth liked the positive atmosphere and “chill vibes”.
- Youth liked having Gap Filler representatives, ReGenerate Christchurch, and other industry professionals at the workshop.

“I liked hearing about the broader context of Superlot9 from Gap Filler, it was exciting and inspiring.”

Youth felt listened to and that their ideas were valued

- Youth felt like they could voice their ideas openly.
- Youth said that the project felt less tokenistic and more genuine.
- Youth felt that the young people who attended the workshop or contributed in some way had their ideas heard and taken into account.
- Youth used the example of changing the deck, which they said the builders “actually got really excited about it”. The builders met with them the Tuesday after the workshop, they were happy to hear youth’s ideas about changing the deck and subsequently made it happen.

The project was inclusive

- Youth liked that the workshop catered to different learning styles i.e. lego and playdough were provided as well as pens and paper.
- Young people who were late to the workshop said it was easy to join in, and they immediately were made to feel included, valued and respected.

“I felt like I could still contribute without context.”

- Youth liked that all possible interest in the project was sought.

“We found groups that were gonna want to use the space and made sure that the whole way through they were gonna be able to come (to the space). We didn’t give up if they weren’t able to come (to the workshop).”

Youths degree of involvement

- Youth liked attending regular meetings with the steering group as this kept communication up, ensuring youth remained in the loop.
- Youth liked having a say in every step of the process.

“We had a say on literally everything, even down to buying the chairs.”

The project was collaborative

- Youth in the working group liked working alongside a diversity of stakeholders i.e. youth and the different organisations involved.
- Youth liked breaking off into groups to identify their needs for the space and then reconnecting during the workshop, merging and then reconnecting again, allowing for social discussion and creativity.

Visiting the site

- Youth liked that they got to visit the site of the youth space during the fit-out workshop.

“I loved that we actually got to go to the space because so often people expect us to come straight from six hours and spend three hours sitting down workshopping a project and all I want to do is move and clear my head.”

The project was public

- Youth liked the projects degree of transparency, which ensured everyone who gave input was given due credit for their contribution.

“Everyone knows how it was done, so having it public meant no one could take all the glory.”

“Everyone gave input and took the right claim to their input.”

The youth space opening event

- Youth liked having an opening event for the space

“The opening event was a nice conclusion of the process”

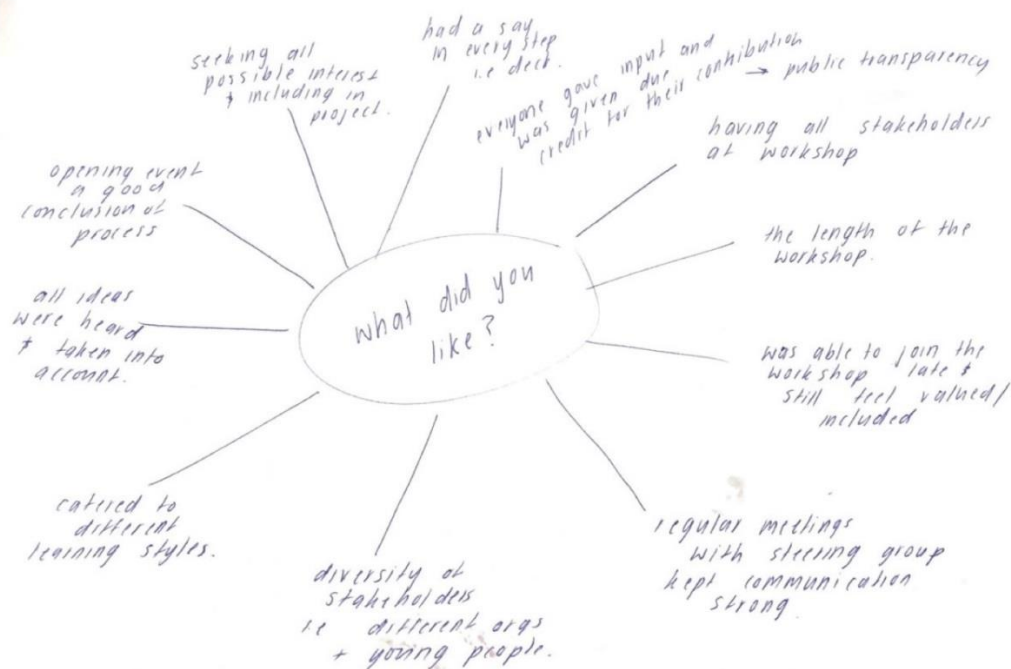


Figure 6: What Focus Group 1 liked about the co-creation process

What did young people learn through being a part of the co-creation process?

To further determine which aspects of the co-creation process young people responded to and engaged with, the working group youth were asked what they learned through being a part of the process. These young people reported that being a part of the projects working group enhanced their strategic thinking around different design aspects of buildings and everyone's unique individual needs. They also gained experience working with diverse stakeholders and increased their ability to identify, include and encourage relevant stakeholders in projects.

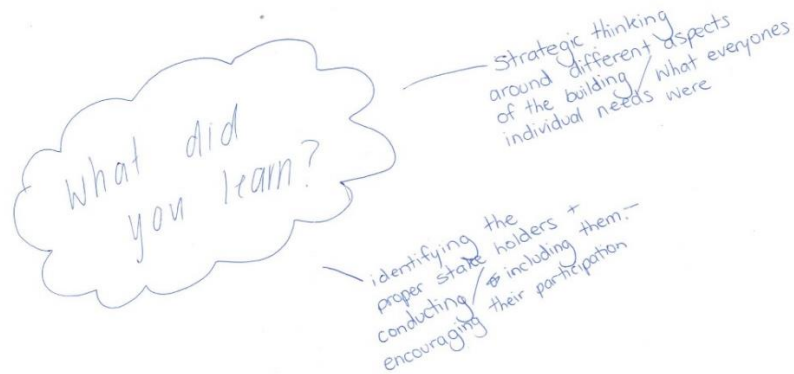


Figure 7. What Focus Group 1 learned through participating in the co-creation process

How could this co-creation process be improved in future?

Feedback from youth on how the co-creation process could be improved in the future has been organised into key themes and summarised below.

More clarification of timelines

- Youth expressed that they needed more time for planning, and that it would be helpful to have a more clear and detailed timeline in the future. Instead, they felt that the final stages of the process were rushed, which in turn reduced their opportunity to get more youth involved.

“Everything happened really fast and the final stages were rushed...the indoor space wasn’t even completed for the fit-out event.”

“...we were supposed to help out the Wednesday for the event that was on Saturday, to help finish the deck.”

“If we had a chance to plan things more thoroughly, then we would have had more of a chance to get more people involved.”

Involve young people earlier and more often

- Youth expressed that they’d like to have more than one workshop i.e. several spread throughout the design process, and one after to give feedback.
- Youth said they want to be involved earlier on in the process, for example in the early stages of the development.

“The building has the co-creation process, but the space doesn’t.”

“The building was already there...we had to work around the existing building.”

More connection with stakeholders

- Youth thought there should be more opportunities for young people to work with the other project stakeholders.

Provide different ways for youth to be involved

- Young people expressed that there should be more activities to draw people in than just a design jam such as a music event or BBQ.

Hold the engagement event on site

- Young people thought it would have been helpful to have held the fit-out workshop onsite, or to have visited the site more often.

More advertising and promotions

- Youth thought there should be better advertising and promotion for the next engagement event. To illustrate this, one young person reported that their friend expressed interested in coming along, but couldn’t find any information about the fit-out workshop online.

More information

- Young people liked hearing from Gap Filler about the wider context of the East Frame, however they wanted to hear even more information about the scope of the project.

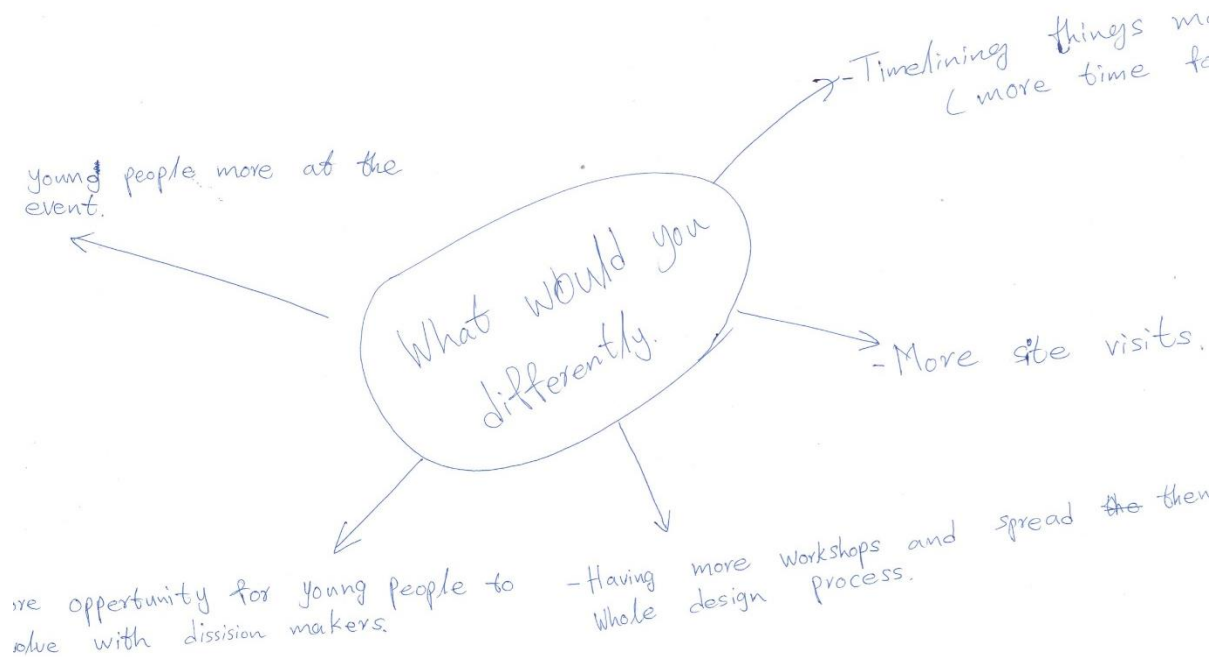


Figure 8: What Focus Group 1 said they would do differently next time

4.3 Focus Group 2 & 3 Results

The results from Focus Group 2 and 3³ enhanced my understanding of the possible barriers and enablers to engaging disengaged youth in urban planning processes, helping to answer the research aim.

What were the barriers to engaging disengaged youth in the past?

Of the seven disengaged young people that participated in a focus group, four of them had never heard of the youth space project, or any other events and/or projects targeted at engaging

³ The two focus groups with young people who identified, or were identified as being disengaged from urban processes in Christchurch in the past

youth in the civic and/or democratic renewal of Christchurch. One young person stated, “I didn’t know they had that stuff”. Besides from not knowing about youth engagement opportunities, young people highlighted travelling and having other commitments such as school and work as possible barriers to youth participation.

“If you have school or work the next day, you might be put off its going to be a late night.”

Another young person stated, “I guess I didn’t see, or don’t see it as a thing that directly affects me.” A powerful sentiment that suggests not enough is being done to convince young people that their voices are important and encouraged.

As well, referring to the city centre, one young person stated, “I haven’t been out there in so long to do something – there’s nothing there to do.” While another stated that “there’s too much adult stuff and no youth stuff. Kids have the Margaret Mahy playground but you don’t really see youth using that”. Emphasizing that to enhance young people’s sense of place and belonging in Christchurch’s city centre, and therefore their likelihood to want to participate in its renewal, there needs to be more in the city that attracts young people.

What are the enablers to engaging disengaged youth in the future?

When asked if they would be interested in participating in an event or project, like the youth space project that exist to engage youth in the design of Christchurch, they all said yes, but agreed that it would depend on what it is, and within reason. When asked to articulate this, young people thought an event or a concert, something motivating and exciting that draws young people into the city would be an effective way to engage youth. They suggested a concert with a band such as Six60 that everyone likes, where young people could go and be asked questions, or whereby engagement is incorporated into the event. One participants suggested that it could be something annual like Christmas in the park. While another participant referred to Easter camp, expressing that it’s something to do in the holidays that young people enjoy and look forward to. Thinking smaller, young people thought engagement could be incorporated into fun games or sports events. They expressed that it should be interactive and fun, rather than sitting young people around a table.

“It’s not appealing to young people or an effective way of engaging all kinds of young people.”

Differing slightly, one young person suggested a big event with councillors and designers listening to young people. They envisioned getting lots of youth to design spaces and artwork that they would like in the city, and designers actually taking those ideas on board. They also suggested a pop-up area in the city with post boxes where young people who couldn’t attend the event, could still contribute artwork, comments and ideas. They emphasized that not every single youth in Christchurch can attend one event at one time. Thus, having other ways young people could contribute if they couldn’t physically be there was important to them. It was also important to all of the young people that were spoken with, that such an event would be free, or at most a gold coin donation, and they should just be able to turn up.

“...young people can’t be bothered with the paper work for it”.

Furthermore, young people said an engagement event and/or project should be advertised on social media, and there should be lots of information and communication about it. Youth said it was important to make the event appealing, as young people will be attracted naturally, then there is a flow on effect whereby information spreads through social networks. They had the idea that youth ambassadors/influencers could promote the event on their social media accounts.

“It should be young people creating the content, not adults.”

When asked where such an event should be held, young people expressed that the city centre would be best because of the bus exchange, where as more suburban or remote locations are harder to get to. They also suggested that several events be held in different locations around Christchurch to maximise opportunities for youth to attend.

When asked how, and at what stage of a project they would like to become involved, youth said they wouldn’t know where to start with designing a space, but that they would like to have the opportunity to share their ideas at the beginning, and then be consulted on plans once a designer has visualised it. They also believed young people should be involved from the very early stages before decisions have been made.

“If they are not there at the beginning, it’s not much use. Otherwise its adults deciding what youth want”.

Finally, when asked who they would like to run a youth engagement event, young people said they would like events to be run by youth, as they imagined young people would be put off by youth engagement events run by adults.

Discussion

What are the enablers of meaningful youth engagement in urban planning processes in Christchurch?

To answer the research aim, and provide a more genuine analysis of youth participation in a youth engagement initiative, the lessons learned from this research have been synthesized into a set of recommendations for meaningful youth engagement in urban planning processes in Christchurch in the future. These recommendations have been informed by the research objectives, which were:

- To undertake a review of relevant literature on the enablers of meaningful youth engagement
- To engage young people in community based participatory research to evaluate a co-creation approach to youth engagement
- To interview the project's other key stakeholders to evaluate a co-creation approach to youth engagement
- To explore ways of engaging disengaged young people in urban planning processes in Christchurch in the future
- To develop a set of recommendations for meaningful youth engagement in urban planning processes in Christchurch.

Analyzed together, the results from this research highlight key barriers and enablers to the project's success, and in turn can be used to inform ways in which similar projects can be improved and better implemented in the future.

1. Clarify the projects purpose and process

Young people in the working group expressed that it would have been helpful to have a clearer and more detailed timeline, reflecting the lack of clarity surrounding the projects process. While the site construction delays were out of everyone's control, young people felt that the final stages of the process were rushed, and if they had the chance to plan things more thoroughly they would have had more of a chance to get more youth involved. This opposed the CYC and CYWC's view, that the amount of time they had to plan the fit-out workshop was sufficient. However, similarly, the CYC and CYWC said they would like there to be more

certainty around dates, and more clarity regarding the process so they can be honest with young people going into projects. As the way CYC and CYWC staff originally explained the process and how the budget would be handled to the youth was different to how it actually played out. Rather than handling the money themselves which they were originally led to believe, the young people involved had to provide accountability for which items were brought for the space in order to be reimbursed. The importance of clarity is identified in the work of Hart (1992) who argues that at the lowest level of genuine participation, youth are assigned and informed. They understand the intentions of the project, who made the decisions regarding their involvement and why, they have a meaningful rather than decorative role in the project, and they volunteered for the project after it was explained to them (Hart, 1992). The false expectations that youth held about their participation therefore verged on decoration in Harts (1992) terms, as youth were slightly misinformed of the nature of their participation. As well, without this certainty, the project had the potential to evolve into something youth did not want to be a part of. Getting together as stakeholders, clarifying the projects purpose and process from the beginning and implementing it accordingly could therefore avoid this uncertainty.

2. Involve youth early, involve youth often

In line with Hart's ladder of participation, youth engagement initiatives should be designed to maximise the opportunity for any child to choose to participate at the highest level of his or her ability (1992). This was expressed by the young people in this research, who said young people should have more opportunities to work with the other project stakeholders and more opportunities to participate in general. Particularly, young people expressed that they would have liked to be involved earlier in the process, as "the building had the co-creation process, but the space didn't". As well, although youth were able to make decisions regarding the fit-out of the indoor space, they had to consider the needs of the office space, and therefore their customization of the space was relatively limited. Disengaged youth also weighed in on this view, stating that "if they (young people) are not there at the beginning, it's not much use. Otherwise its adults deciding what youth want". Thus, in future, young people expressed that they would like to be involved in the earlier stages of the development, and have several workshops spread throughout the design process, including one at the end to provide feedback. It can be assumed that more workshops and thus more opportunities for youth to be involved would have enabled young people to have a larger influence over the youth space, which would in turn enhance their sense of place, and make them more likely to care for, and spend time in

the East Frame (Wildfield, 2013; Bezzant, 2004). Aligning the project more closely with the stakeholder's objectives. This notion is supported by the work of Frank (2002) who found that giving youth greater autonomy and purpose, motivated them to do good work. Gap Filler also thought there should be more opportunities to engage youth at different stages of the process, given that young people are busy and often fleeting. This was illustrated in this particular project, as the young people that were originally consulted with on the potential of the youth space had moved on our lost interest by the time the opportunity arose for them to actually become involved. Involving youth early and often also promotes shared decisions with youth, a key enabler to meaningful youth engagement highlighted in the works of both Hart (1992) and McKoy & Vincent (2007).

3. Foster a community of practice and trust

Kara (2007) recommends that municipalities demonstrate a serious commitment to working with youth on local issues, and form honest relationships with the youth in their communities. This is supported by Riemer, Lynes & Hickman (2013), who argue that organisations which check in regularly with youth to solicit feedback about their experiences and build relationships with them are likely to be more successful (Riemer, Lynes & Hickman, 2013). With this in mind, while Fletcher Living spoke of their relationship with Gap Filler and the development of trust between the two organisations as a key enabler to the program's success, their lack of connection with the young people that were involved could perhaps be understood as the opposite. This was highlighted by the CYC and CYWC, who highlighted a lack of perceived trust between stakeholders as a possible barrier to the project's success. As well, Gap Filler thought that their handing over of the co-creation process to the CYC and CYWC could have been a barrier to achieving the space that they envisioned. As they would have done it differently and this would have likely resulted in a different space. Instead, young people seldom had the opportunity to work alongside Fletcher Living and Gap Filler and engage in shared decisions with them, limiting their ability to form relationships with a wide range of stakeholders and influence the projects outcomes in general.

Rather, McKoy & Vincent (2007) found that fostering a community of practice, made up of youth, local government officials, planners, neighborhood residents and educators, whereby young people have access to key people, places and resources led to authenticity, as young people saw their ideas and unique perspectives adopted by community leaders. This was

highlighted in this particular project by youth's positive reaction to their interaction with the builders regarding the deck. Ramasubramanian & Gonzalez (2007) also identified employing a range of educators to work with youth as an enabler to meaningful youth engagement. While Frank (2002), found that involving adults throughout a youth engagement process was helpful in building youth's capacity and leveraging resources on behalf of youth. This notion is generally applied in youth engagement initiatives the form of a steering group, which both young people and the CYC and CYWC highlighted as an enabler to the youth space projects success. The CYC and CYWC noted that a balance of young people and staff was effective in ensuring youth had a voice. While young people reported that being a part of the projects working group enhanced their strategic thinking around different design aspects of buildings and everyone's unique individual needs. Although young people said they liked working with a diversity of stakeholders, they also reinforced that young people should have more opportunities to work alongside stakeholders. Suggesting that directly involving more of the project stakeholders in the co-creation process would have been effective.

4. Communicate regularly

Once you have clarified a projects purpose and process, regular communication is necessary to ensure the project remains on track and to avoid a project evolving into something that not everyone is on the same page about. Fletcher Living identified regular communication as an enabler to the project's success, as they often met with Gap Filler to catch up on the latest site developments. According to Fletcher Living, this ensured the project stakeholders were working together in the same direction. This was also felt by youth who liked attending regular meetings with the working group, as they felt this kept them in the loop with what was happening.

5. Provide opportunities for short term, measurable impacts

Riemer, Lynes & Hickman (2013) argue that providing opportunities for short term measurable impacts will be more effective in engaging youth in the long term. This is supported by the findings of this research, in which time was a significant barrier to meaningful youth engagement. Initial uncertainty surrounding whether the project would go ahead or not and the time it took to produce a tangible result affected long term interest in the project. For example, the majority of the young people Gap Filler consulted with on the potential for a youth space and the kind of functions it should have had moved on or lost interest by the time the opportunity arose for them to actually become involved. Instead, the effectiveness of short term

measurable impacts was evident in youth's satisfaction with how quickly the deck was dealt with following their requests, and the fit-out workshop which young people expressed a sense of achievement getting everything done in one go and not going home with things still left to do. This is perhaps a reflection of young people's busy and fleeting lives, and the need to incentivise participation highlighted in Focus Group's 2 and 3 with disengaged youth. Disengaged youth expressed that they should just be able to turn up, stating that "...young people can't be bothered with the paper work for it". For long term projects such as the youth space which require commitment from the young people involved, this therefore provides a stronger case for clarifying the process as a clear timeline of activities and objectives would enable young people to tick things off as they go.

6. Provide diverse ways for youth to be involved

Kara (2007) recommends that in youth engagement initiatives, a diversity of youth voices is valued and encouraged. This was highlighted by stakeholders as an enabler to the projects success, as it was not only inclusive of a diversity of youth organisations, but a concerted effort was made to ensure those who couldn't attend the fit-out workshop still had their ideas heard and taken into account. This therefore resulted in an inclusive space, where people's diverse needs were catered for. As well, the provision of the likes of Lego and play dough at the fit-out workshop ensured inclusivity of different learning styles, and were highlighted by both youth and the CYC and CYWC as an enabler of the projects success for this reason. What's more, Solórzano and Yasso (2009) highlight the value of art forms as useful tools for exposing, analyzing and challenging assumptions about youth. Suggesting providing different means for youth to contribute could be a useful tool for engaging, and understanding the lives of more marginalized youth.

This view was shared by the young people in this research, who argued that in order to promote a diversity of youth voices, there should be more activities to draw people in than just a design jam. The CYC and CYWC agreed, expressing that for the second phase of the youth space project, it will be important to be more flexible and not have just one opportunity for young people to have their say. Gap Filler also concurred, reasoning that population samples will always have the issue of representativeness, however providing different styles or different ways of engaging youth could promote a diversity of participants. This need for diverse opportunities for youth to be involved was illustrated in Focus Groups 2 and 3 with disengaged youth, whereby young people expressed a range of ways they would like to be engaged,

suggesting there is no “one size fits all”. To exemplify this, several young people said they wanted to attend a large concert or event whereby engagement was incorporated into the event. They didn’t know where to start with designing a space, instead, they wanted the opportunity to share their ideas at the beginning, and then be consulted on plans once a designer has visualised it. They said they didn’t want to sit around a table arguing that “it’s not appealing to young people or an effective way of engaging all kinds of young people”. Contrasting, a different person suggested a big event with councillors and designers listening to young people. They envisioned getting lots of youth to design spaces and artwork that they would like in the city, and designers actually taking those ideas on board. The same young person also suggested a pop-up area in the city with post boxes where young people who couldn’t attend the event, could still contribute artwork, comments and ideas. They emphasized that not every single youth in Christchurch can attend one event at one time. Thus, having other ways young people could contribute if they couldn’t physically be there was important to them.

Similarly, for reasons of youth development, Riemer, Lynes & Hickman (2013) note the importance of providing a breadth of activities for youth to become involved in, as this provides opportunities for youth to explore a wide range of interests as well as gaining exposure to a variety of people and experiences. This is supported by Kara (2007) who recommends that a successful youth council builds on and taps into the existing passions of the youth in their community, ensuring youth who are interested in specific issues are channeled into the appropriate municipal conversation. The diversity of young people’s priorities and concerns for Christchurch was expressed in the CYAP and further illustrated in Focus Groups 2 and 3 with disengaged youth. When asked what they thought was missing from the city that young people needed and/or wanted, some people said they wanted a theme park, cinema or sports facility to entertain them, while others spoke of wanting more artwork, better transport, and youth support services in the city. Providing further reason to provide diverse opportunities for youth to be involved, rather than assuming all young people have the same interests, availability, and level of competency.

7. Promote the event and/or project

This particular phase of the youth space project was successful in engaging a large proportion of the target population. Youth organisations that previously expressed an interest in the project were invited along to the fit-out event, and of the eleven organisations that were invited, five

attended. Those organisations that couldn't attend were given an alternative option to send through a list of their priorities for the space, ensuring their ideas were also incorporated into the resulting prototype. Three organisations participated in this way, resulting in 72.2% of the target population being reached. While this phase of the youth space project was targeted at engaging youth organisations that would use the space, the CYC and CYWC believe more advertising, both digital, onsite, and around the city, will be important for the second phase of the project, as more outreach and talking to more young people will be important. The need for advertising was highlighted by a young person at the conclusion of the workshop who said their friend expressed interest in coming along to the fit-out work shop, but couldn't find any information about it online. This was also expressed by disengaged youth who hadn't heard of the youth space project. They said an engagement event and/or project such as the youth space project should be advertised on social media, and there should be lots of information and communication made available about the event. It was also important to disengaged youth that young people created the content, and they had the idea that youth ambassadors/influencers could promote the event on their social media accounts. As well, referring to youth engagement in urban planning processes, one disengaged youth stated that "they didn't/don't see it as a thing that affects me", suggesting that more needs to be done to communicate to youth that their voices are important and encouraged.

8. Hold the engagement event onsite

Where possible, an engagement event should be held onsite at the place it is concerned with. This CYC and CYWC thought this would have been more beneficial for fit-out event, as it would have provided more visual aid and given young people more certainty surrounding their decisions. This was confirmed by young people who wanted more site visits in the next phase of the youth space project. The work of Ramasubramanian & Gonzalez (2007) supports this, as they identified the grounding of the project in the community that it was concerned with as an enabler to meaningful youth engagement.

9. Employ youth-friendly ways of working

Highlighted by Riemer, Lynes & Hickman (2013) as an important factor for sustaining youth engagement, disengaged youth also expressed that in order to engage them, events should be interactive and fun rather than sitting young people around a table. Referring to sitting around a table, a young person stated, "it's not appealing to young people or an effective way of

engaging all kinds of young people”. This is ratified by Frank (2002) who found young people responded better to working techniques that were “social, dynamic, interactive, expressive, constructive and challenging” (p. 368). This was also expressed by the young people who participated in the fit-out workshop, who said they liked that the design process allowed for social discussion and creativity.

10. Foster youth development

As a large body of literature points out, meaningful youth engagement has many positive benefits for youth development (Hart, 1992; Bezzant, 2004; Frank, 2006; Wildfield, 2013; Zeldin, Camino & Calvert, 2007). Particularly, it has been found that when youth engage with their surroundings and in their community, they form attachments to place and are more likely to be active citizens as they grow older (Wildfield, 2013). Ramasubramanian & Gonzalez (2007) have identified the ability to be flexible and adaptable to everyone’s needs in a project, without compromising the goals of youth development and empowerment as an enabler to meaningful youth engagement. While McKoy & Vincent (2007) also argue that building both individual and institutional success is important for the sustainability of partnerships with youth in redevelopment projects. Thus, building youths capacity to participate in the form of knowledge, skills and confidence should be a guiding principle of any youth engagement initiative.

11. Celebrate accomplishments

Youth engagement, or any kind of community engagement for that matter is an extremely time and resource costly activity, as we have seen in this project. However, the benefits that it breeds also became clear in this project and are a cause to celebrate. Young people involved in the youth space project expressed that they liked the spaces opening event as it was a nice conclusion of the fit-out process. As well, Ramasubramanian & Gonzalez (2007) identified celebrating young people’s accomplishments as an enabler of meaningful youth engagement as this brought together community members and the participants families to celebrate the accomplishments of youth who are so often portrayed in a negative light. This subsequently provides positive reinforcement of the work youth have done, and thus is more likely to result in them participating in similar projects in the future (Riemer, Lynes & Hickman, 2013).

Limitations

Due to the time constraints of this research, which meant I was introduced to the youth space project in its latter stages, this process evaluation occurred following the conclusion of the youth space project. This was a limitation of the research, as the information produced in the evaluation could only have a summative use. If I had become involved in the earlier stages of the project, this could have allowed my research to have a formative application, and in turn, provided more certainty of my recommendations.

As well, it proved difficult to get feedback from youth so long after the conclusion of the co-creation process, as one young person had moved away and only three people responded to the survey. While feedback was provided by youth at the conclusion of the fit-out workshop, more survey responses would have enhanced my understanding of their experiences and provided a richer representation of the youth that participated in the project. Having more time may have increased the number of survey responses I received, however it would have also been useful to have the survey completed at the time of the fit-out workshop, as this would have ensured feedback from every young person that participated. Thus, the timing of my Masters programme was also a limitation in the sense that the fit-out event occurred before my research could commence. The lack of survey responses could also be due to the absence of an incentive for completing the survey. Instead, completing the survey was entirely voluntary and thus resources could also be viewed as a limitation.

In addition, the projects initial and ongoing uncertainty and the diversity of stakeholders involved meant a detailed description of the project and it's complete and acceptable delivery was not explicitly stated or decided on by the project stakeholders prior to the project commencing. Without this information, it was difficult to objectively evaluate the extent to which the project was implemented as planned. Instead, the evaluation of the projects fidelity and dose delivered was retrospective of the project stakeholders individual objectives and the theoretical framework of co-creation. The success of the project as a whole was therefore also based on youth's experiences in relation to these objectives.

Further Research

The findings from this research suggests that more needs to be done to convince youth that their voices are important, as one disengaged young person stated that they didn't see or don't see youth engagement in urban planning processes as a thing that affects them. However, when asked how they would like to be engaged, disengaged young people expressed enthusiasm and a desire to participate, suggesting that if we take the time to listen to the diverse needs of young people, we will send the message that all youth's voices are valued and encouraged. Similarly, young people in this research thought there should be more, and different opportunities to engage young people given that youth are busy and vary in their interests and abilities. Although the disengaged youth that were spoken with in this research expressed valuable insight into ways to engage them in urban planning processes, this was only a small sample. Thus, understanding the wants and needs of a variety of young people, the barriers to their participation, and the ways in which they would like to be engaged accordingly is an area ripe for future experimentation and research.

Moreover, given that youth engagement initiatives vary greatly in their size and nature, there is a need for more formal evaluation mechanisms in the field of youth engagement to increase the legitimacy of the recommendations put forward in this research. As well, given the dynamic nature of today's global society, the proficiencies and preferences of youth are also changing rapidly. Thus, evaluation mechanisms in the field of youth engagement are essential to ensure theoretical frameworks are evolving with youth. Formative evaluations will also be more useful in optimizing youth's participation in youth engagement initiatives, as monitoring youth's experiences throughout the project would ensure the process remained on track with its overarching purpose and would provide more certainty of the recommendations that occur as a result. As well, youth participants in this research were more likely to provide feedback during, rather than following the conclusion of the youth engagement initiative, providing a stronger case for formative evaluations.

Conclusion

To truly improve the outcomes that occur as a result of youth engagement initiatives there is a need for more empirical research in the youth engagement literature regarding the circumstances that enable and disable meaningful youth engagement. Moreover, the question of quality requires some form of evaluation or assessment however formal evaluation mechanisms are seldom employed in the field of youth engagement. This gap in the literature was addressed in this research through a process evaluation of a youth engagement initiative in Christchurch's central city. This comprised semi-structured interviews with the project's key stakeholders, a focus group with the working group youth, which saw them a) evaluate their participation in the co-creation process and b) formulate a survey for the other youth that were involved, and lastly, two focus groups with disengaged youth to explore ways of engaging them in urban planning processes in the future. Together, bolstered by a literature review on the enablers of meaningful youth engagement in urban planning processes, the findings from this research revealed key barriers and enablers to the project's success, helping to advise a set of recommendations for meaningful youth engagement in urban planning processes in Christchurch in the future. The key findings were to foster a community of practice and trust, involve youth early and involve youth often, and to provide diverse opportunities for young people to be involved. These recommendations will be useful for informing the second phase of Christchurch's youth space project as well as similar youth engagement initiatives in the future. In future, there is a need for more formal evaluation mechanisms in the field of youth engagement to increase the legitimacy of the recommendations put forward in this research, and to ensure theoretical frameworks of youth engagement evolve with the youth of their time. As well, understanding the needs of a variety of young people, the barriers to their participation and the ways in which they would like to be engaged accordingly is an area ripe for future experimentation and research. When I took the time to listen, and understand the diverse needs of disengaged young people, they expressed enthusiasm and a desire to participate. Suggesting that if we simply take the time to listen to a wide range of young people we send an important message that all youth's voices are valued and encouraged.

References

- Ardagh, M., Richardson, S., Robinson, V., Than, M., Gee, P., & Henderson, S. et al. (2012). The initial health-system response to the earthquake in Christchurch, New Zealand, in February 2011. *The Lancet*, 379(9831), 2109-2115. Retrieved from <https://search-proquest-com.ezproxy.canterbury.ac.nz/docview/1019838660?pq-origsite=summon&accountid=14499>
- Arnstein, S. R. (1969). A Ladder of Citizen Participation. *Journal of the American Institute of Planners*. 35(4), 216–224.
- Ball, S., Maguire, M., & Macrae, S. (2000). “Space, Work and the New ‘Urban Economies’”. *Journal of Youth Studies*, 3(3), 279-300. Retrieved from <http://www-tandfonline-com.ezproxy.canterbury.ac.nz/doi/pdf/10.1080/713684377?needAccess=true>
- Baum, F., MacDougall, C., & Smith, D. (2006). Participatory action research. *Journal of Epidemiology and Community Health*, 60(10), 854-857. Retrieved from <http://web.a.ebscohost.com.ezproxy.canterbury.ac.nz/ehost/pdfviewer/pdfviewer?vid=1&sid=b50d2547-b3c2-4579-a5ef-eb0fe1e6441a%40sessionmgr4009>
- Berg Powers, C.B., & Allaman, E. (2012). *How Participatory Action Research Can Promote Social Change and Help Youth Development*. Retrieved from <http://cyber.harvard.edu/sites/cyber.harvard.edu/files/KBWParticipatoryActionResearch2012.pdf>
- BNP Paribas. (2017). Global Entrepreneur Report. Retrieved from <https://group.bnpparibas/en/news/bnp-paribas-global-entrepreneurs-report-2016>
- Briefs, R. (2015, May 7). AIER’s Employment Destinations Index ranks metropolitan areas by eight economic and quality-of-life factors that can help young, educated Millennials explore employment destinations that meet their needs. *American Institute of Economic Research*. Retrieved from <https://www.aier.org/research/top-job-destinations-college-graduates>
- Bessant, J. (2004). Mixed messages: Youth participation and democratic practice. *Australian Journal of Political Science*, 39(2), 387-404. Retrieved from <http://web.a.ebscohost.com.ezproxy.canterbury.ac.nz/ehost/pdfviewer/pdfviewer?vid=1&sid=ccaee75-c83a-4136-9478-1ab88355e49e%40sessionmgr4008>
- Burke, J.J., Greene, S., & McKenna, M. K. (2014). A Critical Geographic Approach to Youth Civic Engagement: Reframing Educational Opportunity Zones and the Use of Public Spaces. *Urban Education*. 51(2) 143-169. Retrieved from <http://journals.sagepub.com.ezproxy.canterbury.ac.nz/doi/pdf/10.1177/0042085914543670>
- Christchurch City Council (n.d.). Facts, Stats & Figures. Retrieved December 13, 2017, from <https://www.ccc.govt.nz/culture-and-community/christchurch/statistics-and-facts/facts-stats-and-figures/>
- Christchurch Youth Action Plan: Foundation Document. (2017). Retrieved from <http://www.chchyouthactionplan.co.nz/uploads/3/8/4/2/38429223/cyap2017.pdf>

Checkoway, B., & Richards-Schuster, K. (2003). Youth Participation in Community Evaluation Research. *American Journal of Evaluation*. 24(1), 21-33. Retrieved from http://gr2tq4rz9x.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aasid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=Youth+Participation+in+Community+Evaluation+Research&rft.jtitle=American+Journal+of+Evaluation&rft.au=CHECKOWAY%2C+BARRY&rft.au=RICHARDS-SCHUSTER%2C+KATIE&rft.date=2003&rft.pub=Elsevier+Inc&rft.issn=1098-2140&rft.eissn=1557-0878&rft.volume=24&rft.issue=1&rft.spage=21&rft.epage=33&rft_id=info:doi/10.1016%2FS1098-2140%2802%2900268-0&rft.externalDocID=doi_10_1016_S1098_2140_02_00268_0¶mdict=en-NZ

Chen, P., Weiss, F. L., Nicholson, H. J., & Girls Incorporated. (2010). Girls study girls inc.: Engaging girls in evaluation through participatory action research. *American Journal of Community Psychology*, 46(1), 228-237. Retrieved from <https://search-proquest-com.ezproxy.canterbury.ac.nz/docview/746553295?pq-origsite=summon&accountid=14499>

Cohen, P. (1997). *Rethinking the youth question: education, labour and cultural studies*. London: Macmillan.

Collins, M.E., Augsberger, A., & Gecker, W. (2016). Youth councils in municipal government: Examination of activities, impact and barriers. *Children and Youth Services Review*. 65, 140-147. Retrieved from https://ac-els-cdn-com.ezproxy.canterbury.ac.nz/S0190740916301190/1-s2.0-S0190740916301190-main.pdf?_tid=799f320a-0b9c-11e8-97d2-00000aacb361&acdnat=1517962912_efe0f7897f2a0381404e38fff9d8ff1e

Deal, J. J., Altman, D., & Rogelberg, S. G. (2010). Millennials at work: what we Know and what we need to do (if anything). *Journal of Business & Psychology*. 25, 191-199. Retrieved from https://www.jstor.org/stable/40605778?seq=1#page_scan_tab_contents

Florida, R. (2011, September 15). Why Cities Matter. *City Lab*. Retrieved from <https://www.citylab.com/design/2011/09/why-cities-matter/123/>

Florida, R. (2014). *The Rise of the Creative Class: Revisited*. Basic Books.

Frank, K. I. (2006). The potential of youth participation in planning. *Journal of Planning Literature*, 20(4), 351--371. Retrieved from <http://journals.sagepub.com.ezproxy.canterbury.ac.nz/doi/abs/10.1177/0885412205286016>.

Fung, A., & Wright, E.O. (2003). Deepening Democracy: Institutional Innovations in Empowered Participatory Governance. *Political Science*. Retrieved from <http://journals.sagepub.com.ezproxy.canterbury.ac.nz/doi/pdf/10.1177/0032329201029001002>

Generation Zero. (n.d.). "About". Retrieved from <http://www.generationzero.org/about>

Greenberg, J., & Hier, S. (2009). CCTV Surveillance and the Poverty of Media Discourse: A Content Analysis of

Canadian Newspaper Coverage. *Canadian Journal of Communication*, 34(3), 461-486. Retrieved from http://gr2tq4rz9x.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aasid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=CCTV+Surveillance+and+the+Pove+ry+of+Media+Discourse%3A+A+Content+Analysis+of+Canadian+Newspaper+Coverage&rft.jtitle=Canadian+Journal+of+Communication&rft.au=Josh+Greenberg&rft.au=Sean+Hier&rft.date=2009-07-01&rft.pub=Canadian+Journal+of+Communications+Corporation&rft.issn=0705-3657&rft.volume=34&rft.issue=3&rft.space=461&rft.externalDocID=2193232321¶mdict=en-NZ

Hart, R.A. (1992). Children's Participation: From Tokenism to Citizenship. *UNICEF: Innocenti Essays no. 4*. Retrieved from https://www.unicef-irc.org/publications/pdf/childrens_participation.pdf

Heinrich, A.J., & Million, A. (2016). Young Proposal People as City Builders: Youth Participation in German Municipalities. *DisP – the Planning Review*, 52(1), 56-71. Retrieved from <http://www.tandfonline.com.ezproxy.canterbury.ac.nz/doi/pdf/10.1080/02513625.2016.1171049?needAccess=true>

Helfenbein, R. J., & Huddleston, G. (2013). Youth, space, cities: Toward the concrete. *Taboo*, 13(1), 5.

Ilan, J. (2015). *Understanding Street Culture: Poverty, Crime, Youth and Cool*. London: Palgrave.

Innes, J. E., & Booher, D. E. (2004). Reframing public participation: Strategies for the 21st century. *Planning Theory & Practice*, 5(4), 419-436. Retrieved from http://gr2tq4rz9x.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aasid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=Reframing+public+participation%3A+A+strategies+for+the+21st+century&rft.jtitle=Planning+Theory+%26+Practice&rft.au=Innes%2C+Judith+E&rft.au=Booher%2C+David+E&rft.date=2004-12-01&rft.issn=1464-9357&rft.eissn=1470-000X&rft.volume=5&rft.issue=4&rft.space=419&rft.epage=436&rft_id=info:doi/10.1080/2F1464935042000293170&rft.externalDBID=n%2Fa&rft.externalDocID=10_1080_1464935042000293170¶mdict=en-NZ

Israel, B. A., DrP.H., Coombe, C. M., PhD., Cheezum, R. R., M.P.H., Schulz, A. J., PhD., McGranaghan, R. J., M.P.H., Lichtenstein, R., PhD., . . . Burris, A., B.A. (2010). Community-based participatory research: A capacity-building approach for policy advocacy aimed at eliminating health disparities. *American Journal of Public Health*, 100(11), 2094-102. Retrieved from <http://search.proquest.com.ezproxy.canterbury.ac.nz/docview/759010200?accountid=14499>

Iwasaki, Y., Springett, J., Dashora, P., McLaughlin, A., McHugh, T., & Youth 4 YEG Team. (2014). Youth-Guided Youth Engagement: Participatory Action Research (PAR) With High-

Risk, Marginalized Youth. *Child & Youth Services*. 35(4), 316-342. Retrieved from http://gr2tq4rz9x.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=Youth-Guided+Youth+Engagement%3A+Participatory+Action+Research+%28PAR%29+With+High-Risk%2C+Marginalized+Youth&rft.jtitle=Child+and+Youth+Services&rft.au=Iwasaki%2C+Yoshitaka&rft.au=Springett%2C+Jane&rft.au=Dashora%2C+Pushpanjali&rft.au=McLaughlin%2C+Anne-Marie&rft.date=2014-12-02&rft.issn=0145-935X&rft.eissn=1545-2298&rft.volume=35&rft.issue=4&rft.spage=316&rft.epage=342&rft_id=info:doi/10.1080/2F0145935X.2014.962132¶mdict=en-NZ

Jones, G. (2009). *Youth*. Polity.

Kara, N. (2007). Beyond Tokenism: Participatory Evaluation Processes and Meaningful Youth Involvement in Decision-making. *Children, Youth and Environments*. 17(2), 563-580. Retrieved from <http://www.jstor.org.ezproxy.canterbury.ac.nz/stable/pdf/10.7721/chilyoutenvi.17.2.0563.pdf?refreqid=excelsior%3A1f34da741a19b6cbf045deb0663c1efa>

Leading Cities. (2016). Co-creating Cities: Defining Co-creation as a means of citizen engagement. Retrieved from <https://leadingcities2014.files.wordpress.com/2014/02/co-creation-formatted-draft-6.pdf>

Lee, N. (1999). The Challenge of Childhood: Distribution of Childhood's Ambiguity in Adult Institutions. *Childhood*. 6(4), 455-474. Retrieved from <http://journals.sagepub.com.ezproxy.canterbury.ac.nz/doi/abs/10.1177/0907568299006004005>

Local Government Act (2002).

Loflin, K. (2013, April 10). Learning from knight's soul of the community, leaning toward the future of placemaking. Project for Public Spaces. Retrieved from <https://www.pps.org/article/learning-from-knights-soul-of-the-community-leaning-toward-the-future-of-placemaking>

Lovan, W.R., Murray, M., & Shaffer, R. (2004). *Participatory Governance: Planning, Conflict Mediation and Public Decision-Making in Civil Society*. Routledge.

MacKinnon, M.P., Pitre, S. & Watling, J. (2007). *Lost in Translation: (Mis)Understanding Youth Engagement. Charting the Course for Youth Civic and Political Participation*. Canadian Policy Research Networks. Retrieved from https://www.researchgate.net/profile/Mary_Mackinnon/publication/252223855_Lost_in_Translation_MisUnderstanding_Youth_Engagement/links/568b342b08aebccc4e1a3d1a/Lost-in-Translation-MisUnderstanding-Youth-Engagement.pdf

McKoy, D.L., & Vincent, J.M. (2007) Engaging schools in urban revitalization: The Y-PLAN (Youth – Plan, Learn, Act, Now!). *Journal of Planning Education and Research*. 26(4), 389-

403. Retrieved from <http://journals.sagepub.com.ezproxy.canterbury.ac.nz/doi/abs/10.1177/0739456X06298817>

Morrissey, J. (2000). Indicators of Citizen Participation: Lessons from Learning Teams in Rural EZ/EC Communities. *Community Development Journal*. 35(1), 59-74. Retrieved from http://gr2tq4rz9x.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=Indicators+of+citizen+participation%3A+lessons+from+learning+teams+in+rural+EZ%2FEC+communities&rft.jtitle=Community+Development+Journal&rft.au=Janice+Morrissey&rft.date=2000-01-01&rft.pub=Oxford+University+Press&rft.issn=0010-3802&rft.eissn=1468-2656&rft.volume=35&rft.issue=1&rft.spag=59&rft.epag=74&rft.externalDocID=44258818¶mdict=en-NZ

Ministry of Youth Development. (n.d.). *About us*. Retrieved from <http://www.myd.govt.nz/>

Mizen, P. (2004). *The Changing State of Youth*. New York: Palgrave.

Ozer, J. (2017). Youth-Led Participatory Action Research: Overview and Potential for Enhancing Adolescent Development. *Child Development Perspectives*. 11(3), 173-177. Retrieved from http://gr2tq4rz9x.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=Youth%E2%80%90Led+Participatory+Action+Research%3A+Overview+and+Potential+for+Enhancing+Adolescent+Development&rft.jtitle=Child+Development+Perspectives&rft.au=Ozer%2C+Emily+J&rft.date=2017-09-01&rft.issn=1750-8592&rft.eissn=1750-8606&rft.volume=11&rft.issue=3&rft.spag=173&rft.epag=177&rft_id=info:doi/10.1111/2Fcdep.12228&rft.externalDocID=CDEP12228¶mdict=en-NZ

Pew Research Centre. (n.d.). “Millennials”. Retrieved from <http://www.pewresearch.org/topics/millennials/>.

Pew Research Centre. (2010). “Millennials: A Portrait of Generation Next”. Retrieved from <http://www.pewsocialtrends.org/files/2010/10/millennials-confident-connected-open-to-change.pdf>

Ramasubramanian, L., & Gonzalez, A. (2007). Placemaking: A model to foster youth engagement and empowerment. *Children Youth and Environments*, 17(2), 461-471. Retrieved from <http://www.jstor.org.ezproxy.canterbury.ac.nz/tc/accept?origin=/stable/pdf/10.7721/chilyoute.nvi.17.2.0461.pdf>

Rierner, M., Lynes, J., & Hickman, G. (2014). A model for developing and assessing youth-based environmental engagement programmes. *Environmental Education Research*, 20(4), 552-574. Retrieved from http://gr2tq4rz9x.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=A+model+for+developing+and+assessing+youth-based+environmental+engagement+programmes&rft.jtitle=Environmental+Education+Research&rft.au=Rierner%2C+M.+Lynes%2C+J.+Hickman%2C+G.&rft.date=2014-01-01&rft.pub=Routledge&rft.issn=1360-0567&rft.eissn=1360-0567&rft.volume=20&rft.issue=4&rft.spag=552&rft.epag=574&rft.externalDocID=10.1080/13600567.2014.911111¶mdict=en-NZ

[3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=A+model+for+developing+and+assessing+youth-based+environmental+engagement+programmes&rft.jtitle=Environmental+Education+Research&rft.au=Manuel+Riemer&rft.au=Jennifer+Lynes&rft.au=Gina+Hickman&rft.date=2014-08-01&rft.pub=Taylor+%26+Francis+Ltd&rft.issn=1350-4622&rft.volume=20&rft.issue=4&rft.spage=552&rft.externalDocID=3379056541¶mdict=en-NZ](#)

Salt, B. (2016, October 15-16). Moralisers, we need you! *The Weekend Australian Magazine*. Retrieved from <http://www.theaustralian.com.au/life/weekend-australian-magazine/moralisers-we-need-you/news-story/6bdb24f77572be68330bd306c14ee8a3>

Stats NZ. (2017). "Half of population growth in 15-39 age group". Retrieved from http://archive.stats.govt.nz/browse_for_stats/population/estimates_and_projections/nat-pop-est-at-30jun17-mr-2.aspx

Tapscott, D. (1998). *Growing up digital: The rise of the net generation*. McGraw Hill, New York.

Taft, J. K., & Gordon, H. R., (2013). Youth activists, youth councils, and constrained democracy. *Education, Citizenship and Social Justice*, 8(1), 87–100. Retrieved from <http://journals.sagepub.com.ezproxy.canterbury.ac.nz/doi/pdf/10.1177/1746197913475765>

Tattersal, P. (2010). Wikipanning: Co-creation in Urban Planning and Design. (Diploma Thesis). Retrieved from <https://www.slideshare.net/ptatters/diplomity-ptattersall-a4optimised>

Tisdall, K. M., & Davis, J. (2004). Making a difference? bringing children's and young people's views into policy-making. *Children & Society*, 18(2), 131-142. Retrieved from <http://web.b.ebscohost.com.ezproxy.canterbury.ac.nz/ehost/pdfviewer/pdfviewer?vid=1&sid=f1001367-97d4-469c-882f-e9000fbe14a5%40sessionmgr103>.

Tonucci, F & Rissotto, A. (2001). Why do we need children's participation? The importance of children's participation in changing the city. *Journal of Community & Applied Social Psychology*, 11, 407-19. Retrieved from <http://web.a.ebscohost.com.ezproxy.canterbury.ac.nz/ehost/pdfviewer/pdfviewer?vid=1&sid=c077d82d-445e-4212-a82d-b600e5509e42%40sessionmgr4006>

Thomas, E., Serwicka, I., & Swinney, S. (2015). Urban Demographics: Where people live and work. *Centre for Cities*. Retrieved from <http://www.centreforcities.org/wp-content/uploads/2015/07/15-07-20-Urban-Demographics.pdf>

United Nations. 1989. *Convention on the Rights of the Child*. Geneva, Switzerland: United Nations Office of the High Commissioner for Human Rights.

United Nations. (2013). Definition of Youth. Retrieved from <http://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-definition.pdf>

"UC student numbers increase for 2017" (March 10th, 2017). University of Canterbury. Retrieved from <http://www.canterbury.ac.nz/news/2017/uc-student-numbers-increase-for-2017.html>

Wallerstein, N.B., & Duran, B. (2006) Using commodity-based participatory research to address health disparities. *Health Promotion Practice*, 7(3), 312-323. Retrieved from <http://journals.sagepub.com.ezproxy.canterbury.ac.nz/doi/pdf/10.1177/1524839906289376>

Warming, H. (2011). Children's participation and citizenship in a global age. empowerment, tokenism or discriminatory disciplining? *Social Work & Society*, 9(1), 119-134. Retrieved from <http://www.socwork.net/sws/article/view/11/34>

White, R. (2001). Youth participation in designing public spaces. *Youth Studies Australia* 20(1), 18-26. Retrieved from <http://web.a.ebscohost.com.ezproxy.canterbury.ac.nz/ehost/detail/detail?vid=1&sid=ce4e04f2-762b-4c52-8a56-63f6f81c8082%40sessionmgr4007&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=4622294&db=a9h>

White, R. D. (1999). Hanging out. *Youth Studies Australia*. 18(4), 26. Retrieved from <http://web.b.ebscohost.com.ezproxy.canterbury.ac.nz/ehost/detail/detail?vid=0&sid=a697e921-6625-4cb1-a7a4-45a59f091d02%40sessionmgr104&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=a9h&AN=2554559>

White, R. Wyn, J & Robards, B. (2017). *Youth & Society Fourth Edition*. Australia: Oxford University Press.

Wildfield, S. (2013). *How can we best utilize our communities to support the education of our children while also encouraging community participation?* TEDx. Retrieved 7th December, 2017, from <https://www.youtube.com/watch?v=4d5pRBNC7lo>.

Wyn, J & White, R. (1997). *Rethinking Youth*. Sydney: Allen & Unwin.

Wood, B., & Farrugia, D., (2017). Youth & Spatiality: Towards Interdisciplinarity in Youth Studies. *YOUNG*. 25(3), 209-218. Retrieved from <http://journals.sagepub.com/doi/pdf/10.1177/1103308817712036>

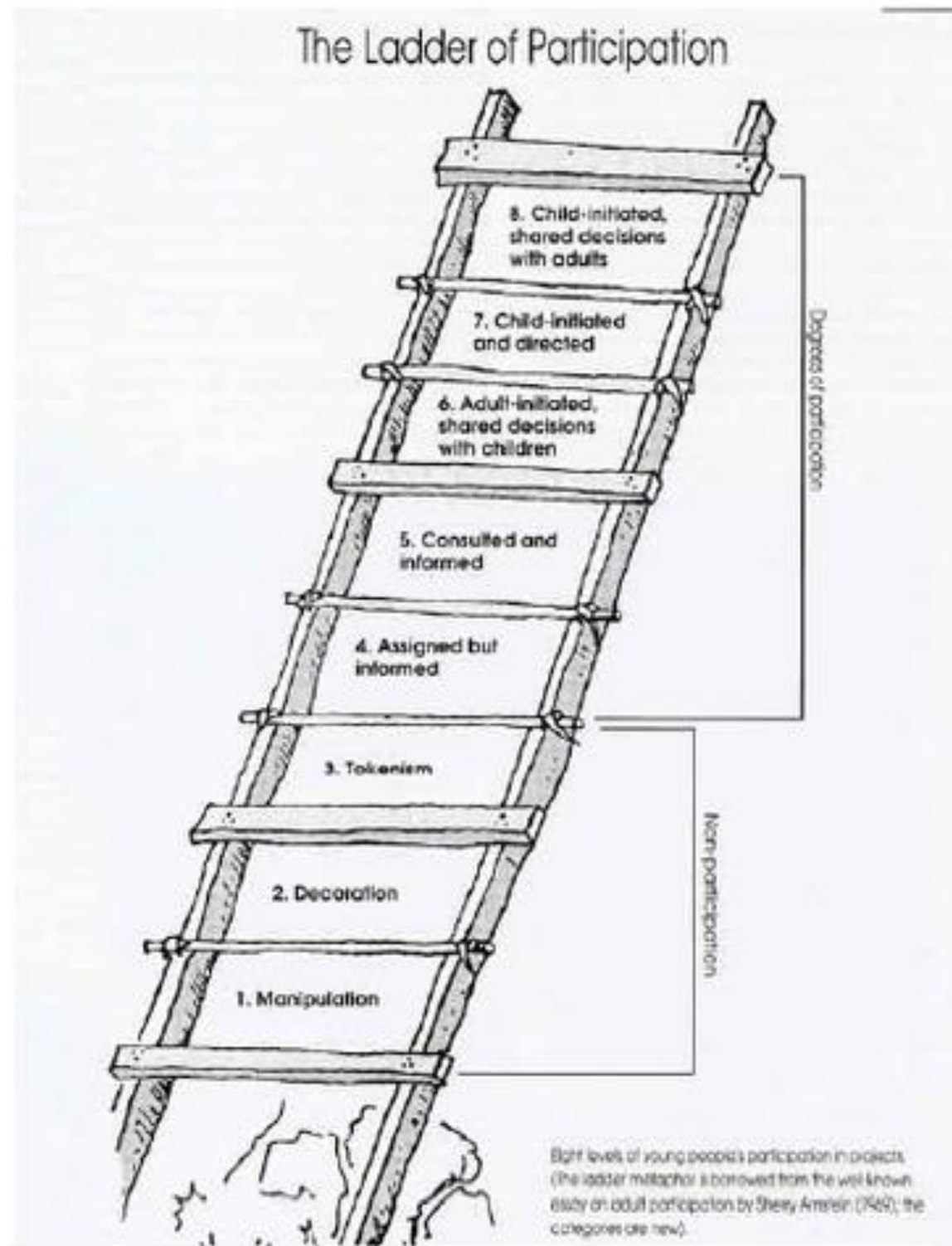
Zukoski, A., & Lulaquisen, M., (2002). Participatory Evaluation. What is it? Why do it? What are the challenges? *Community-based Public Health Policy & Practice*, (1). Retrieved from http://depts.washington.edu/ccph/pdf_files/Evaluation.pdf

Zeldin, S., Camino, L., & Calvert, M., (2007). Toward an understanding of youth in community governance: Policy priorities and research directions. *Analise Psicologica*, 25(1), 77-95.

100 Resilient Cities. (n.d.). *What is Urban Resilience?* Retrieved from <http://www.100resilientcities.org/resilience#/-/>

Appendices

Appendix 1: Hart's (1992) Ladder of Participation



Appendix 2: Focus Group 1 Run Sheet

Youth Evaluation of the Co-Creation Process – Run Sheet

4pm Welcome!

- Fill out participation slip
- Overview of research
- Give out information sheets/consent forms
- Explain terms of participation

Activity 1: What is meaningful youth engagement?

4:15pm Ice-breaker

- What does meaningful youth engagement look like to you?

Activity 2: Evaluation & Reflection

4:30pm Evaluation (based on what you believe to be meaningful youth engagement)

- How satisfied are you with your participation in the project?

4:45pm Reflection

- What did you like about the youth engagement initiative/what do you think worked well?
- What did you learn?
- What would you do differently? I.e for the design of the outdoor area

Activity 3: Survey

5:00pm Formulate survey

- What do we need to ask the other youth involved in the project?
- How should we ask them?
- What should happen next?

5:30pm Anything else? Comments, questions?

Appendix 3: Youth Space Project Survey

There is currently a project underway on the corner on Manchester and Lichfield Streets to involve Christchurch's youth in the development of a youth space. This is part of a larger place-making programme put together by Gap Filler, intended to bring life to Christchurch's East Frame during the years it's being constructed (the area put aside for inner-city housing in Christchurch's Central City Recovery Plan).

Earlier this year, members of youth organisations around Christchurch were asked to provide feedback for a potential youth space in the city centre, the functions it should have i.e. what they would use it for, how the space could be managed, and how they would like to be involved in the development of the project. As a result, on October 14th 2017, a co-creation workshop for the fit-out of an indoor space was held, with plans to involve young people in the design of a designated outdoor area on the same site early next year. This workshop gave young people that participated the opportunity to design the indoor space and decide which items should be purchased for it. A small working group of young people then took this design, and the budget which was allocated to them by Gap Filler, to purchase the items for the space. The items that were purchased with the budget were:

20 Chairs
Folding tables
Lockable Cupboards
Projector
White board
Fridge
Blinds (for privacy)
Speakers
Couches/Ottoman
Speakers
Urn
Bathroom Vanity
Printer
Stationery
Vacuum
Fridge
Kitchen Supplies
Office Supplies
Basic Cleaning Supplies

We would love to hear your thoughts on the space that has resulted and the process which was used to involve youth so we can find ways to improve the process for the design of the outdoor space, as well as similar projects in the future. Help us out by completing the survey and answering a few questions. Please complete the survey by Sunday 21st January 2017 and leave your name and email address at the end if you want to be involved in the development of the designated outdoor area.

The results from this survey will be used to supplement Kaitlyn Stringers research on the enablers of meaningful youth engagement in urban planning processes in Christchurch. Kaitlyn is a student at the University of Canterbury, studying toward her Masters in Urban Resilience and Renewal. She has been an intern at Gap Filler, and has been observing the process of

engaging youth in the youth space project. Filling out this survey is voluntary, and by completing it you will be giving permission for Kaitlyn to use your answers in her research. You can be assured that any information you provide will be anonymous, and not be able to be traced back to you.

Question 1

Please provide your age, organization (if applicable) and ethnicity (optional).

Question 2

How did you find out about this project?

Question 3

What will you use in the indoor space when you visit?

Question 4

Do you have any thoughts for events and/or projects that could be hosted in the youth space in the future?

Question 5

If you participated in the fit-out event for the indoor space, do you have any thoughts on the event?

Question 6

Who do you think was missing from the fit-out event or other aspects of the design process?

Question 7

If you attended the youth space opening event, do you have any thoughts on the event?

Question 8

How satisfied are you with your participation in the project? (Participants can select one answer)

Very satisfied

Satisfied

Neutral

Dissatisfied

Very dissatisfied

Question 9

How could we improve the design process for the outdoor area?

Question 10

If you would like to be involved in the design event for the outdoor area, please provide an email address so we can contact you.

Appendix 4: Facebook post



Kaitlyn Stringer shared a link.



January 10 at 11:08am ·

Kia Ora everyone, it's been a while! You may or may not remember me, I am a student at the University of Canterbury and I am studying this youth engagement project as part of my Masters. Last month I got together with the projects working group who came up with a survey for you guys (and any other person with an opinion on the space) to give feedback on the fit-out workshop and the space that resulted. If you could lend five minutes of your time to fill out this survey I would really appreciate it, and feel free to share it amongst your organisation or with any other young person you think may be interested in the space. The feedback from this survey will help shape the youth engagement process for the design of the outdoor area at the youth space, so any information your provide will be really helpful and important. Thank you! If you have any questions, please feel free to message me 😊

	<h3>Christchurch Youth Space Project Evaluation Survey</h3> <p>Web survey powered by SurveyMonkey.com. Create your own online survey now with SurveyMonkey's expert certified FREE templates.</p> <p>SURVEYMONKEY.COM</p>
--	---



Post in the youth space fit-out event page, promoting the survey to the young people who participated.

Appendix 5: Focus Group 2 & 3 Questions

Disengaged Youth Focus Group Questions

Part One

1. Did you know that there are many events and projects, like the youth space project I described to you, that exist to include young people in decisions about how the city should look and work?

YES:

- Please describe the project(s)/event(s)
- Have you ever participated in one of these before?
 - Was it a positive or negative experience?
 - What made it so?

Part Two

2. Are you interested in participating in an event or project, like the youth space I described to you, that exist to include young people in decisions about how the city should look and work?

NO:

- What is it about these events/projects that don't appeal to you?
- What would need to change for you to want to attend these events?
 - Is it what? Is it where? Is it who? Is it how? Is it when? Is it why? I.e. how it is framed/advertised?

YES:

- What is it about these events/projects that appeal to you?
- What do you think has prevented you from attending one of these youth engagement events in the past?
 - Was it what? Was it where? Was it who? Was it how? Was it when? Was it why? I.e. how it was framed/advertised?

Part Three - Brainstorm

3. What kind of things do you think are missing from the city that you need and/or want?
4. If there were to be an event or project that would help you bring the ideas you have just mentioned to life...

- What would it need to look like?
- Where would it need to be held?
- Who would need to be there/who would need to run it?
- How would it need to be run?
- When would it need to be run/at what stage of the project/event?

Thank you for coming

- Give participants a \$20 mall voucher for their time

Get them to sign voucher

Appendix 6: Semi-structured Interview Questions

“Other” Project Stakeholders Interview Questions

1. From your organisations perspective, what did you hope to achieve through this youth engagement initiative?
2. To what extent was the youth engagement initiative implemented as you had hoped?
3. What elements of the program do you think were the enablers to achieving said outcomes?
4. If any, what do you think were the barriers to achieving said outcomes?
5. Do you think the youth that were engaged with were representative of Christchurch’s youth voice?
 - a. Why/why not?
 - b. What do you think could be done differently in future to improve the representativeness of youth in youth engagement initiatives?
6. Do you think the youth that were engaged with were engaged with in such a way that they could freely express their views, and make shared-decisions regarding the project's final output?
 - a. Why/why not?
 - b. What do you think could be done differently in future to improve this?
7. If you were to repeat this process of community engagement, what would you change and why?
8. Do you have anything you’d like to add?

Appendix 7: HEC Approval Letter



HUMAN ETHICS COMMITTEE

Secretary, Rebecca Robinson
Telephone: +64 03 369 4588, Extn 94588
Email: human-ethics@canterbury.ac.nz

Ref: HEC 2017/128

16 November 2017

Kaitlyn Stringer
Geography
UNIVERSITY OF CANTERBURY

Dear Kaitlyn

The Human Ethics Committee advises that your research proposal “What are the Enablers of Meaningful Youth Engagement in Urban Planning Processes in Christchurch?” has been considered and approved.

Please note that this approval is subject to the incorporation of the amendments you have provided in your email of 13 November 2018.

Best wishes for your project.

Yours sincerely

R. Robinson
pp.

Associate Professor Jane Maidment
Chair
University of Canterbury Human Ethics Committee

University of Canterbury Private Bag 4800, Christchurch 8140, New Zealand.
www.canterbury.ac.nz

Appendix 8: Information Sheet for Research Participants



Geography Department
+64 27 644 5971
krs82@uclive.ac.nz

What are the Enablers of Meaningful Youth Engagement in Urban Planning Processes in Christchurch?

Information Sheet for Research Participants

My name is Kaitlyn Stringer, I am a student at the University of Canterbury studying toward a Masters in Urban Resilience and Renewal. As part of my Masters programme I am required to carry out research alongside my community partner, Gap Filler, with whom I have been involved with in designing a collaborative design process for a new youth space in Christchurch's city center.

The chosen process will enable youth participants to directly participate in, and make decisions regarding the design and fit-out of both a bookable indoor space, and designated outdoor area, which were both put aside in Gap Filler's site plans for the purposes of youth engagement. This will consist of two workshops, one for the bookable indoor space, and one several weeks later for the designated outdoor area. For my research, I will be using this collaborative design approach to youth engagement as a case study to uncover the enablers of meaningful youth engagement in urban planning processes in Christchurch.

To achieve this, I will administer two participatory evaluation workshops, one following the completion of the bookable indoor space, and one following the completion of the designated outdoor area. These workshops will see the youth participants identify research questions to evaluate the collaborative design approach to youth engagement that was used, the space that it led to, and whether it resulted in meaningful outcomes for youth, formulate an evaluation design, gather and analyse data, and determine actions to take based on the results. The findings from these workshops will be supplemented by interviews with the other project stakeholders to further gauge the success of the collaborative design process, as well as interviews with local experts in the field of youth engagement to help uncover the enablers of meaningful youth engagement in urban planning processes. These findings will then be bolstered by a focus group with youth that identify, or have been identified as being marginalised from youth engagement in urban planning processes in the past.

The expected time commitment should you agree to participate in this study are outlined below:

- If you are a young person that participated in the collaborative design process and have chosen to take part in a participatory evaluation workshop, you will be asked to contribute a maximum of two hours of your time.
- If you are a young person that identifies, or has been identified as being marginalised from youth engagement in urban planning processes in the past and have chosen to take part in the focus group, you will be asked to contribute a maximum of two hours of your time.
- If you are a project stakeholder, or local expert in the field of youth engagement and have agreed to a semi-structured interview, you will be asked to contribute a maximum of two hours of your time.

Terms of Participation

Participation in this research project is voluntary and you or your organisation have the right to withdraw from the study at any stage without penalty. You may ask for your raw data (i.e. voice recordings) and/or a copy of the written notes from your participatory evaluation, interview, or focus group to be returned to you to be destroyed at any point, or should you wish to make any changes. However, once analysis of raw data commences on January 8th, it will become increasingly difficult to remove the influence of your data on the results.

This dissertation will be shared with Gap Filler, thus there is the potential for the analysed results from this research to be publically shared. However, if you are a young person that has chosen to take part in a participatory evaluation or focus group, you may be assured of the complete confidentiality of data gathered in this investigation: the names of all youth participants will be replaced by an anonymised code when transcribing and analysing raw data, and all raw data will be destroyed immediately following the completion of this research project on March 1st, 2018.

If you belong to the Christchurch City Council, Fletcher Living, Gap Filler, the Christchurch Youth Council or the Canterbury Youth Workers Collective and have chosen to take part in a semi-structured interview, the name of your organisation will be identified and attributed to any information or opinions you provide on their behalf, and may be published as analysed results. However, you can be assured that your personal identity will be kept confidential between the researcher and her supervisor Simon Kingham.

If you are a local expert that has chosen to take part in a semi-structured interview, you will be allocated a reference code that is unrelated to your identity and should you wish to make any or all of the information and/or opinions you provide anonymous, this code will instead be used to refer to you in the analyzed results of this research.

If you are interested in receiving a copy of the summary of the results of this project, please indicate this in the consent form.

The project is being carried out as a requirement of the Masters in Urban Resilience and Renewal by Kaitlyn Stringer under the supervision of Professor Simon Kingham, who can

be contacted at simon.kingham@canterbury.ac.nz . He will be pleased to discuss any concerns you may have about your participation in the project.

This project has been reviewed and approved by the University of Canterbury Human Ethics Committee, and participants should address any complaints to The Chair, Human Ethics Committee, University of Canterbury, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz).

If you agree to participate in the study, you are asked to return it to Kaitlyn Stringer either in person, or via email: krs82@uclive.ac.nz.

Many thanks,
Kaitlyn Stringer
Masters in Urban Resilience and Renewal Student
University of Canterbury
Department of Geography

Mobile: +64 27 644 5971
Email: krs82@uclive.ac.nz.

Appendix 9: Consent form for Interviewees



Geography Department
+64 27 644 5971
kaitlynstringer@hotmail.co.nz

What are the Enablers of Meaningful Youth Engagement in Urban Planning Processes in Christchurch?

Consent form for Interviewees

- ☐ I have been given a full explanation of this project and have had the opportunity to ask questions.
- ☐ I understand what is required of me if I agree to take part in the research.
- ☐ I understand that participation is voluntary and I may withdraw at any time without penalty. Withdrawal of participation will also include the withdrawal of any information I have provided should this remain practically achievable.
- ☐ I understand that the name of my organisation will be identified and attributed to any information or opinions I provide on their behalf, and that I may amend, or withdraw any of the information I provide at any stage without penalty.
- ☐ I understand that any information or opinions I provide may be published as analysed results. However, my personal identity will be kept confidential between the researcher and her supervisor Simon Kingham.
- ☐ I understand that there is the potential for this dissertation to be published.
- ☐ I understand that all data collected for the study will be kept in locked and secure facilities at the University of Canterbury and/or in password protected electronic form on the University server.
- ☐ I understand that I can contact the researcher Kaitlyn Stringer krs82@uclive.ac.nz or supervisor Simon Kingham simon.kingham@canterbury.ac.nz for further information. If I have any complaints, I can contact the Chair of the University of Canterbury Human Ethics Committee, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz)
- ☐ I wish to receive a summary of the results of the project and have indicated my contact details below.
- ☐ By signing below, I agree to participate in this research project.

Name: _____ Signed: _____ Date: _____

Email address (for report of findings, if applicable): _____

Return to Kaitlyn Stringer

Mobile: +64 27 644 5971 Email: krs82@uclive.ac.nz.

Appendix 11: Consent form for Youth Participants



Geography Department
+64 27 644 5971
kaitlynstringer@hotmail.co.nz

What are the Enablers of Meaningful Youth Engagement in Urban Planning Processes in Christchurch?

Consent Form for Evaluation Participants and Focus Group Participants

- ☐ I am ____ years old. If I am under the age of 16, or under the age of 18 and still at school, I understand that I need parent consent to participate in this study.
- ☐ If the above checkpoint applies to me, I have attached a signed parental consent form to participate in this study.
- ☐ I have been given a full explanation of this project and have had the opportunity to ask questions.
- ☐ I understand what is required of me if I agree to take part in the research.
- ☐ I understand that participation is voluntary and I may withdraw at any time without penalty. Withdrawal of participation will also include the withdrawal of any information I have provided should this remain practically achievable.
- ☐ I understand that there is the potential for this dissertation to be published.
- ☐ I understand that any information or opinions I provide will be kept confidential to the researcher and her supervisor Simon Kingham and that any published or reported results will not identify me or my organisation.
- ☐ I understand that all data collected for the study will be kept in locked and secure facilities at the University of Canterbury and/or in password protected electronic form on the University server.
- ☐ I understand that I can contact the researcher Kaitlyn Stringer krs82@uclive.ac.nz or supervisor Simon Kingham simon.kingham@canterbury.ac.nz for further information. If I have any complaints, I can contact the Chair of the University of Canterbury Human Ethics Committee, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz)
- ☐ I wish to receive a summary of the results of the project and have indicated my contact details below.
- ☐ By signing below, I agree to participate in this research project.

Name: _____ Signed: _____ Date: _____

Email address (for report of findings, if applicable): _____

Return to Kaitlyn Stringer
Mobile: +64 27 644 5971
Email: krs82@uclive.ac.nz.

Appendix 12: Information Sheet for Parents



Geography Department
+64 27 644 5971
kaitlynstringer@hotmail.co.nz

What are the Enablers of Meaningful Youth Engagement in Urban Planning Processes in Christchurch?

Dear parents and caregivers,

My name is Kaitlyn Stringer, I am a student at the University of Canterbury studying toward a Masters in Urban Resilience and Renewal. As part of my Masters programme I am required to carry out research alongside my community partner, Gap Filler, with whom I have been involved with in designing a collaborative design process for a new youth space in Christchurch's city centre.

The chosen process will enable youth participants to directly participate in, and make decisions regarding the design and fit-out of both a bookable indoor space, and designated outdoor area, which were both put aside in Gap Filler's site plans for the purposes of youth engagement. This will consist of two workshops, one for the bookable indoor space, and one several weeks later for the designated outdoor area. For my research, I will be using this collaborative design approach to youth engagement as a case study to uncover the enablers of meaningful youth engagement in urban planning processes in Christchurch.

To achieve this, I will administer two participatory evaluation workshops, one following the completion of the bookable indoor space, and one following the completion of the designated outdoor area. These workshops will see the youth participants identify research questions to evaluate the collaborative design approach to youth engagement that was used, the space that it led to, and whether it resulted in meaningful outcomes for youth. They will then formulate an evaluation design, gather and analyse data, and determine actions to take based on the results. The findings from these workshops will be supplemented by interviews with the other project stakeholders to further gauge the success of the collaborative design process, as well as interviews with local experts in the field of youth engagement to help uncover the enablers of meaningful youth engagement in urban planning processes. These findings will then be bolstered by a focus group with youth that identify, or have been identified as being marginalised from youth engagement in urban planning processes in the past.

Your young person recently took part in the collaborative design workshop for the design and fit-out of the _____ and has volunteered to take part in its participatory evaluation workshop. This workshop will occur on _____ and I'd require your young person from _____. I'd very much like them to take part, however as they are under the age of 16, I require your permission.

Participation in this research project is voluntary and you and/or your child have the right to withdraw them and/or themselves from the study at any stage without penalty. You may ask for a copy of the raw data from the participatory evaluation that your young person participates in to be returned to you to be destroyed at any point, or should you wish to make any changes. However, once analysis of raw data commences on January 8th, it will become increasingly difficult to remove the influence of your data on the results.

This dissertation will be shared with Gap Filler, thus there is the potential for the analysed results from this research to be publically shared. However, you may be assured of the complete confidentiality of data gathered in this investigation: the name of your young person will be replaced by an anonymised code when transcribing and analysing raw data, and all raw data will be destroyed immediately following the completion of this research project on March 1st, 2018.

The project is being carried out as a requirement of the Masters in Urban Resilience and Renewal by Kaitlyn Stringer under the supervision of Professor Simon Kingham, who can be contacted at simon.kingham@canterbury.ac.nz. He will be pleased to discuss any concerns you may have about your young persons participation in the project.

This project has been reviewed and approved by the University of Canterbury Human Ethics Committee, and participants should address any complaints to The Chair, Human Ethics Committee, University of Canterbury, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz).

If you consent to your young person participating in this study, you are asked to return the parental consent form to Kaitlyn Stringer either in person, or via email: krs82@uclive.ac.nz.

If you have any questions, feel free to contact me.

Many thanks,
Kaitlyn Stringer
Masters in Urban Resilience and Renewal Student
University of Canterbury
Department of Geography

Mobile: +64 27 644 5971
Email: krs82@uclive.ac.nz.

Appendix 13: Parent Consent Form



Geography Department
+64 27 644 5971
kaitlynstringer@hotmail.co.nz

What are the Enablers of Meaningful Youth Engagement in Urban Planning Processes in Christchurch?

Parental Consent Form

- ☐ I have been given a full explanation of this project and have had the opportunity to ask questions.
- ☐ I understand what is required of my young person if I give permission for them to take part in the research.
- ☐ I understand that participation is voluntary and that I or my young person, may withdraw them or themselves at any time without penalty. Withdrawal of participation will also include the withdrawal of any information they have provided should this remain practically achievable.
- ☐ I understand that there is the potential for this dissertation to be publically shared.
- ☐ I understand that any information or opinions my young person provides will be kept confidential to the researcher and her supervisor Simon Kingham and that any published or reported results will not identify the participants or their organisation.
- ☐ I understand that all data collected for the study will be kept in locked and secure facilities and/or in password protected electronic form and will be destroyed immediately following the completion of the research project on March 1st, 2017.
- ☐ I understand that I can contact the researcher Kaitlyn Stringer krs82@uclive.ac.nz or supervisor Simon Kingham simon.kingham@canterbury.ac.nz for further information. If I have any complaints, I can contact the Chair of the University of Canterbury Human Ethics Committee, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz)
- ☐ I wish to receive a summary of the results of the project and have indicated my contact details below.
- ☐ By signing below, I give permission for my young person _____ to participate in this research project.

Name:

Signed:

Date:

Email address (*for report of findings, if applicable*):

Information about my young person you need to be aware of (e.g. medical, allergies etc).

Return to Kaitlyn Stringer

Mobile: +64 27 644 5971

Email: krs82@uclive.ac.nz.

Appendix 14: Focus Group 2 & 3 Materials